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ABSTRACT

This collection of columns on teaching English as a Second Language in Japan appeared on the English education page of a Japanese English-language newspaper over a period of almost 4 years. Article topics include these: principles of second language learning; differences between language skills; standards of usage; avoiding stereotypes; school politics; trends in Japan; the language of language teaching; motivating students; peer evaluation; judging speech contests; textbook selection; avoiding burnout; teaching as job vs. profession; teacher training and qualifications; attending professional conferences; professional isolation; classroom techniques; classroom communication; the teacher's role and the learner's role; large classes; useful class activities and exercises; memorization; grading; working with assistant teachers; team teaching; cultural issues and culture shock; finding a teaching job; and the need for vacations. Each article is accompanied by a summary in Japanese. Five book reviews are also included. (MSE)

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ED 423 661

TEACHING ENGLISH IN JAPAN

これが英語教師の生きる道

A PROFESSIONAL JOURNEY

DALE BAY

U.S. DEPARTMENT OF EDUCATION
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SANYUSHA

AT THE CHALKFACE
from The Daily Yomiuri

Teaching English in Japan

A Professional Journey

これが英語教師の生きる道

written by Dale Bay, MA-TESOL
illustrated by Naoimi Fujita, MA-TESOL

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Preface

Teaching English in Japan: A Professional Journey is a collection of columns which appeared on the English Education Page of the national English-language newspaper *The Daily Yomiuri* between April 1991 and January 1995. These articles represent one side of a "conversation" about the profession of teaching English as a foreign language (TEFL) in Japan. Given that *The Daily Yomiuri* is not a specialist educational publication, I had to be mindful of the fact that the *Daily Yomiuri*'s readership was not confined to English teachers. Thus I was asked to write in a way that would be of interest to readers outside the profession. Therefore, technical terms and acronyms were generally accompanied by definitions which I have chosen to leave in for the benefit of the general reader or readers new to TEFL and/or Japan.

In writing *At the Chalkface* I felt I had to take one of two approaches: either I talked frankly and honestly about what happened in my professional life—sharing my observations, my failures, my successes and techniques—or I would have had to take the "you should," "you ought," "you must" approach. Writing about myself was, I believed, to be the more honest way of holding up my end of the conversation. Speaking for myself, I never trusted writers who wrote up their "perfect" lesson plans, techniques etc. I'd rather hear from someone who said "I tried X. Part of it went OK, but part of it didn't. So I tried changing X this way and things got better/worse/stayed the same. So based on what happened in my classroom, you might try X and expect it to go something like I have described. But don't bet on it." I admit this is not the sort of writing that gets published in academic journals. That may be why many readers felt a certain resonance with *At the Chalkface*— it wasn't scientifically elegant but at least it was honest. From time to time I would shift my focus to the "big" picture—jobs, the ELT (English Language Teaching) economy in Japan, professionalism etc. Too much that is written about Japan stresses the "glossy side" and one of my goals was to give some balanced insight.

My goal in writing each article was simple: I hoped readers would respond with either "I didn't know that!" or "I never thought about this topic in that way before." It is my sincere hope that our meeting

"at the chalkface" has resulted in you joining the "conversation" about the practice of ELT in Japan.

I'd like to thank Mark Bossingham, Ayako Ishida and Satoko Nozawa of *The Daily Yomiuri*; Masahiro Hirata and Atsushi Yamaguchi of Sanyusha Publishing; Teachers College-Columbia University classmates Atsushi Iino, Tom Impola, Yutaka Ochai, Sakae Onoda, Hiroko Sugimura and Setsako Watanabe; Jennifer Clancy, John Clancy, Mark Phippard, C. Watt; Aoyama Gakuin University colleague Bruce McCormack and all those who helped make the publication of *At the Chalkface/Teaching English in Japan: A Professional Journey* a reality. Thank you Osamu Minami for assistance in cross-cultural communication.Thank you John Ozag for valuable advice on the final manuscript. Thank you Tatsuo Ogawa without whom this book would not have been possible.

To Naomi Fujita, whose humorous artwork really made these columns come alive, thank you!

Dale Bay
Yokohama
July 1997

to my students

education is not the filling of a bucket
but the lighting of a fire

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The Origin of "At the Chalkface"

Probably the most common question readers ask me about this column is "What does *Chalkface* mean?" I doubt if there is a formal definition. I kept coming across the term in reading educational publications which originated in Britain, most often in *The Times Educational Supplement*.

Just as much can be inferred from a single *kanji* (Chinese-derived, Japanese ideograph), "chalkface" struck me as a term rich with meaning. Teachers face the front of the room where the chalkboard is—chalkface. Teachers face the board and write on it with chalk—chalkface. Those are obvious. Chalk comes from pits or mines. I think chalkface, as opposed to chalkboard, contains the idea of labor. The point where the miners dig the chalk is called the face—chalkface. This is analogous to coal face, the point where the work is bitterly hard, dusty and grim, adding an element of *gaman* (endurance) to being at the chalkface—teaching.

The way that other authors and writers used chalkface seemed, at times, to include these various points of view. It is the teacher who is at the chalkface; without the teacher, the rich tradition of the classroom would be without a focal point—a chalkface. For it is the teacher who faces the class, between the chalk board and the class. By extension then, chalkface can be seen to include all those who teach—at the chalkface.

My choice of name for this column was simply "Chalkface." But when the first column appeared on April 11, 1991 the editors here at The Daily Yomiuri had appended "At the" and thus it became "At the Chalkface." Which was fine with me. Adding "At the" did make it a little less cryptic. Looking back, I think the fact that the name of this column was a bit unusual may have been a good thing as it did get people asking questions. Many teachers who read the column said they felt they should be able to understand the name of the column as it seemed simple enough and the reference to chalk should have been obvious—but somehow they couldn't quite get it.

Many teacher-trainers suggest that teachers keep diaries or records of their teaching. While most teachers will note pages covered, homework assigned etc. many have found that they can learn a lot by making notes about their feelings, theories about why things went well or

didn't, the mood of the class and the factors that seem to affect it etc. What I attempt to do in At the Chalkface is share my self-observations. I also pass on my thoughts about the profession of teaching—jobs, working conditions—and classroom procedures which I have found helpful. Sometimes I share my mistakes too.

As the *Daily Yomiuri's* English Education Page readership is so varied: Japanese teachers of English, native-speakers of English, non-Japanese non-native speakers; and their situations are different as well: *eikaiwa* (English conversation), primary, secondary (middle and high school) and tertiary (after high school), not to mention their level of experience, training or commitment, I try to address each of these groups in turn.

On a personal level, I find that I constantly monitor what I think and do at the chalkface, mentally writing notes in my "teacher's diary"—my next column. Writing about my teaching helps my teaching. As these columns built up year by year, I find that I have a book full of my experiences, strengths and hopes as I have learned since my years at the chalkface began back in 1979.

Summary in Japanese Chalkface という言葉

"chalkface"という言葉は、さまざまなイメージをもたらしてくれる。黒板（chalkboard）を背にして生徒と向き合う教師、あるいは黒板に向かって（facing the chalkboard）字を書く教師のイメージ。一方、chalk には石灰石という意味があり、採掘場を face と呼ぶことから、"chalkface"に肉体労働のイメージが加わる。採掘場でのキツイ、キタナイ、キケンイ仕事。当然カマンが要求される。いみじくも現在の「教育現場」と同じである。

このように多様なイメージをもつ「教育現場」で、教育実践を積み重ねているのが教師だ。

当初わたしは、このコラムの題名を"Chalkface"に決めたが、編集担当者の意見で"At the Chalkface"に改め、1991年4月11日から『デイリーヨミウリ』に連載した。

読者の方々の国籍、年齢、職業、英語力などは多岐にわたっていると思うが、外国人英語教師としてのわたしの苦闘をなんらかの参考にしていただきたい。また、教師という職業、授業の進め方などについても、わたしなりの考えをお伝えしたい。

わたし自身、自分の授業について書くことが、授業の改善につながった。「教育現場」で15年間奮闘してきた成果が、この1冊の本になった。

これからの英語教育のために

「黒船」騒動も一段落して，ALT（外国語指導助手）とのティームティーチング（TT）が現場にようやく根をおろし始めている．この制度が導入された当時のさまざまの問題のうち，今日までに解決をみているものもあれば，まだ解決されていないものもある．ただ一つ言えることはJETプログラムがALT制度の重要な柱の一つであり，英語圏の若者を招致し，日本を理解してもらうという側面を持っている限り，彼らが語学教育の訓練を受けた専門家であることはあまり期待できないし，これからも期待できないだろう．

ALTとのTTは一時ほど騒がれなくなったが，その理由の一つはJTE（日本人英語教師）側の慣れによるものである．しかしJTEは経験を積みTTに慣れても，ALTは2年あるいは長くて3年で人が入れ替わる．彼らにとって問題は常に新しい．著者がALTとして体験したことや，その時感じた問題意識はそのまま，毎年日本にやってくる多くのALTが直面する問題でもある．著者が日本の学校の英語教育の現場で体験したことは，すべてのALTにあてはまる普遍性を兼ね備えている．著者のコラムがデイリー・ヨミウリ紙上でALTの共感をよび，異例の長期連載になったのも，この辺の事情が関係している．

この書は何よりも，語学学校の教師も含めて，日本に毎年やってくるALTに向けて書かれたものである．日本での仕事の見つけ方，JTEとのつきあい方，高校生の扱い方など，日本の教壇に立つALTが明日から必要とする情報が，ユーモアとアイロニーをまじえて親しみやすく書かれている．ALTにとっては貴重なマニュアルとなるはずである．

それだけではない．本書はALTとTTをする日本人教師にとっても大いに役立つ．本書に登場する公立高校での実践の多くは，私か著者とTTで実践してきたことである．授業の打ち合わせや教材の準備などで著者と語り合う中で，私自身，考えさせられたり，勉強になったり，啓発されるところが数多くあった．ALTとのコミュニケーションがTTの第一歩である．その意味では本書は長くこれからの英語教育を担う日本人教師に読んでもらいたい本でもある．その点を考慮し，西野孝子さんの協力を得て日本語のサマリーをつけた次第である．

1997年6月

東京都立八潮高等学校教諭　小川達夫

Part 1

The Big Picture

日本の英語教育の現実のなかで

1 Turning Point in the Career of an EFL Teacher

I was just starting to wash up the dishes after our Christmas turkey and my wife offered to do them for me. I answered "No thank you." and she said with some surprise "You mean you *like* to do the dishes?" I replied "Maybe I like to do them because I'm a language teacher: Doing the dishes gives me a sense of completion; unlike teaching, it's a job with a beginning, a middle and an end." (I guess you had to be there.)

Looking back on my years as a teacher of English as a Foreign Language (EFL), I can see that since my first class at a university in 1979, my knowledge and attitudes towards EFL have changed very much. At that time, I had no idea what I was doing; I just needed the visa. Anyway, EFL as a field hardly existed then. On my own I was able to learn enough basic classroom techniques to keep my job. "Teaching" EFL was just a temporary expedient and "next year" I was definitely going "back" So I stuck to the half-dozen items in my bag of tricks which had proven effective, and made little effort to learn about teaching.

Well, like so many others, I didn't "go back" the next year, or the next either. And after half-a-dozen years all I had were the same half-dozen classroom procedures. Not surprisingly, I got pretty fed up with EFL—"prostitution with your clothes on" was how I cynically summed it up at the time.

In those years, my teaching situation had been confined to univer-

sities, *senmongakko* (tertiary technical or commercial training schools), company classes and adult private students. For me, they were the "same old thing." But in 1988 I was hired by the Tokyo Metropolitan Government as an Assistant English Teacher, as we were called then, in three public high schools. This was new! I had no idea how to teach high school students. My half-dozen tricks weren't enough. I was forced to find new ways of teaching. I had to learn. This was a major turning point in my life. Somewhere during my first year as an AET I began to want to be a teacher. Contempt was replaced by concern and curiosity.

EFL classes, like doing the dishes, have a beginning, a middle and an end. But the process of learning has no end. Our students come to us in "mid-course" so to speak. We are neither their first English teacher nor likely to be their last. Their progress in our classes is hardly noticeable from one week to the next; it is incremental. For us as teachers of English, the same may hold true: It is usually only in retrospect that we can see the "milestones" which mark the stages of growth in our lives.

I doubt if my story is unusual. There may be other EFL teachers who "fell into" EFL for reasons unrelated to teaching—such as obtaining a visa—and later felt unhappy with their situation. For me, being an AET triggered a positive change in attitude—others will have different experiences. Those of us who are not already qualified teachers will eventually reach the "mid-career" point where we will have to decide whether to stay in EFL and become professional or get out while we're still young enough to do something else. Of course, many of us are now taking advantage of the many opportunities available to become professional teachers of EFL. New Year's is a time for reviewing the past and preparing for the future.

Summary in Japanese ガイジン教師―その人生の転機

- 1979年から6年間，筆者はお金を稼ぐために英語教師を続けた。
- 1988年に高校のALTになり，仕事へのやる気と興味がわいた。
- 英語教師の仕事は短期間で顕著な効果が現れるわけではない。

英語教師としての自分を振り返ると，1979年に大学で初めて教えたころは，仕事の意味を理解していなかった。当時EFL（外国語としての英語）という学問分野は確立されてなく，授業のテクニックも自己流だった。英語を教えるのは収入のためで教授法などほとんど勉強しなかった。

1年過ぎれば帰国するつもりが6年間居続け，大学や専門学校や会社の英会話教室で教えながら個人授業もしていた。その頃は英語を教えることにうんざりしていた。

ところが1988年，公立の高校でALT（外国語指導助手）の仕事をひきうけた。高校生にどうやって教えたらいいか見当がつかず，新しい教授法を見つけざるを得ない状況に追い込まれた。このことが私の人生の大きな転機になった。私の中で仕事への関心と好奇心がわいてきた。

英語の授業に始まりと終わりはあるが，勉強に終わりはない。生徒たちは勉強の一過程で教師と出会う。また，1週間やそこらで目に見えて英語の学力がつくことはほとんどない。教師の場合も同じで，仕事の成果を実感できるのは，後になって自分の人生を振り返った時だけなのである。

私の場合，ALTになったことをきっかけにやる気が出たが，教育とは関係のない事情で英語教師になってしまい後悔している人がいるかもしれない。資格のない人たちは，英語教育のプロになって今の仕事を続けるのか，それとも見切りをつけるのか，早めに決断すべきだろう。

2 There's More to Teaching English than Just Talking

Like many EFL (English as a Foreign Language) teachers, I have some small conversation classes. I read somewhere that something like 90 per cent of human communication is non-verbal. Of course, when most of us hear claims like this we tend to think "So what?" If we do give the topic much thought we probably tend to focus on "body language."

There are teachers who control almost everything that goes on in the class—this includes the topic, who is to speak, when they are to speak, who comes next, the way in which something should be said and pretty much everything else. Basically the teacher reacts to most or all of what the students say. Many teachers defend this by saying that the students don't take any initiative.

Well, it's often true so I began to wonder "Why?" Since I'm a firm believer in "classroom observation," I try to learn as much as I can by watching and listening to my students directly or by taping my classes from time to time and reviewing the tapes critically. Moreover, one of my weekly tasks as a teacher-trainer is to observe teachers at work in their classrooms. Lately I've been wondering about how teachers who seem to be "teacher centered" communicate with their students. So I began to look for insights. They weren't long in coming.

I noticed that there are some teachers who, for example, ask for volunteers to read a passage or give an opinion while at the same time look directly at a particular student thus indicating—non-verbally—that the teacher has selected that person to respond. The "message" was surprisingly clear and unambiguous. I've begun to call this the teacher-as-human-traffic-light class-management system. The teacher becomes a kind of human traffic light, red-yellow-green, directing the group.

Looking at a particular student is a generally accepted teacher-sig-

nal for "Its your turn." looking away means "Your turn is over." and looking at another student means "You're next." Since the teacher may not even be aware of doing it, this kind of unconscious non-verbal communication can inadvertently sabotage a class. What we seem to have here is an example of "non-verbal teacher talk."

Once we realize just how powerful a "look" can be in a classroom situation, we are of course free to choose whether to control the class directly or to leave it up to the students to work out who will respond next. One effective way of not indicating the next speaker is to ask a question without focussing on any particular person. We should expect some initial confusion, especially if the teacher-as-human-traffic-light approach has been in use for some time.

Now even if we have been using the teacher-as-human-traffic-light system, we may ask "Is it such a bad thing?" No, not at all. The point I would like to make is that teachers of communication should be aware of communication at all levels—especially in their own classrooms.

One of the specific things I learned from watching other teachers was that some of them were managing the class more through *body* language than through *spoken* language. Upon reflection I found that I was often doing the same thing. It required a consistent and conscious effort on my part to change my behavior so that I could switch from managing by "looking" to managing by "talking." Some of my students liked the change and some didn't. But I have to report that students in my conversation classes are talking more than they used to.

Summary in Japanese 仕切り屋教師は目で合図？

- 授業の進行をすべて一人で仕切ろうとする教師がいる。
- この種の教師は生徒に視線を送ることで発言を促す。
- 教師はボディランゲージでなく言葉で生徒にはたらきかけよう。

教師の中には授業でやることをすべて自分で仕切ろうとする人がいる。どんな話題を扱い，いつ誰を指名し，その次は誰の番で，どう発言させるか，その他諸々を決めておく。そこまではやらなくても，教師がイニシアティブをとるのは当然だという先生は多いだろう。かねてから私は授業観察の大切さを痛感していたので，生徒から直接情報を得たり授業風景をビデオに撮ったりして，自分自身の反省材料にしてきた。その他に現場教師の指導のためにその先生方の授業観察もやらされたが，そこでの関心は「何でも仕切る」先生は授業中どうやって生徒とコミュニケーションをとるのか，ということだった。

答えは簡単である。授業中自主的に音読や発言をする生徒を眺めながら，教師は特定の生徒に視線を直接送る。「君の出番だよ」とボディランゲージで生徒を指名して答えさせているのだ。生徒の側もその合図をはっきりと受けとめている。

視線の合図も悪くはない。しかし，言語を教える以上，教室では多様なコミュニケーションの方法をとるべきではないか。そのために質問するとき特定の生徒と目を合わせないのも一つの方法である。

先生方の授業を観察すると，私の以前のやり方と同様に，ボディランゲージで授業を進める教師が目につく。自分で意識して，"動きによる授業"から"言葉による授業"へ徐々に改善する必要がある。少なくとも私の生徒は，前に比べ英会話の授業で積極的に話すようになった。

3 Where Culture and Language Intersect

"What did you last weekend?" This is probably the conversation "starter" most often used by native speaker of English (NSE) teachers in English conversation classes in Japan. Yet even a simple question like this can be used to illustrate important aspects of culture that define the when, where and why of language use.

Phrases such as "How are you?" are sometimes called "gambits." The Collins Dictionary tells us that a gambit is "An opening move in which a chessman, usually a pawn (the lowest-ranking piece) is sacrificed to secure an advantageous position."

Questions or comments about inconsequential things such as the weather are often used to "get the ball rolling." There is a certain order to most conversations, especially among people who don't know each other well: Start from the simple, unimportant and unthreatening and move, in steps, to more important matters. This allows both sides to control the progress of the conversation. If the conversation goes well, it will continue. If it doesn't, either side can back off by returning to less important matters. Conversation can be terminated by taking a long pause, looking away or obviously checking the time.

Native speakers of most languages know, usually unconsciously, the intricate conversational rules of their own language. Language and culture exist side by side but they overlap too. For example: there is a world of difference between the expectations of NSE teachers and Japanese students of English in how "What did you do last weekend?" should be taken. Japanese students often tend to take the question literally and reply along the lines of "Sleeping and listening to the music," missing the point of the question ("Let's talk") while the teacher goes up the wall in frustration!

Native speakers of English know that "How are you?" is not a request for a detailed health report. In fact, they would likely be shocked, or bored, if the question were taken literally. In Sweden, on the other hand, you don't ask that question unless you really do want to know the exact state of someone's health!

The same is obviously true when learning Japanese. For example,

many foreigners are taught that *anata* means "you." This may work well in the safety of the Japanese language classroom. But it can be a conversational hand grenade when used by, say a young foreign female when addressing her middle-aged male *bucho* (senior manager) in front of everyone in the office.

In that fact, Japanese speakers do not use "you" forms very often; they expect listeners to read the context and know who is meant.

A good teacher of Japanese will tell the students that there are various forms of "you" based on social or official status and that these "you" forms are not used in the same way as those of English.

Since there is only one basic form of "you" in modern English, it is the teacher's duty to tell the students that in order to address someone, it is necessary to accurately gauge the person's status and then choose the correct language form or *keigo*.

Before that can be done, at least for speakers of English, teachers of Japanese must explain that different forms of "you" even exist. Why? Because it wouldn't occur to most of them to ask.

This leads us back to "What did you do last weekend?" Except in grammar classes, a language should always be taught in relation to its culture. It is the responsibility of the language teacher to teach the context—the when, where, why as well as the how of language teaching.

By looking for points where language and culture meet, the richness of the real world can be used as a "living text" in classes of any language. What will you do next weekend?

Summary in Japanese　「You」は「あなた」じゃないのです

- 会話の進め方や出だしの質問は文化によって千差万別。
- You を表わす日本語は社会的地位や場面に応じてさまざま。
- 語学教育では言葉の使われる場面も考え，生きた教材を。

それぞれの文化には会話をうまく進める段取りのようなものがあり，ネイティブスピーカーは無意識のうちにこのルールを身につける。

例えば“How are you?”とか，元気のような差し障りのない質問は，話の“きっかけ”として使われる。英語で「週末何をしたの？」という質問はネイティブスピーカーのよく使う“きっかけ”で，「さあ，おしゃべりしましょう」という意味である。これを文字どおりとって「言葉を聴いていました」などと額面どおりに答えると相手はイライラしてしまう。

同じようなことは日本語にもある。日本語教室で「あなた」の意味がyouだと教わった女性が，年上の上司を「あなた」などと呼んではヒンシュクを買ってしまう。日本語では相手の社会的地位をふまえた上で，その人物にふさわしい呼び方をしなければならないからだ。2人称のyouは日本語ではいろいろな言い方があり，場面に応じて使い分けるということを教える必要がある。

言葉は，その背景となる文化と切り離して教えることはできない。文法的な使い方だけでなく，その言葉が「どのような場面にふさわしいか」まで，教師は責任を持って教えるべきである。

言葉と文化のかかわりを常に意識して教えれば，外国語の授業は現実味を帯び，生き生きとしたものになるだろう。

それでは質問！　“What will you do next weekend?”

4 To Learn or Acquire a Language?

Most foreign language teachers are language learners as well. What can we learn from our own experience of learning a language that might benefit our students? Within the field of applied linguistics, one of the most important areas of research is known as "second language acquisition," or SLA. *The Longman Dictionary of Applied Linguistics and TESOL* defines SLA as the "process by which people develop proficiency in a second or foreign language."

As teachers of language, we eventually gain a lot of experience in the practical side of teaching—classroom management, testing, ways of teaching particular structures or correcting pronunciation, to name a few. But what do we know about how people learn language? This is what SLA researchers investigate. Learning about and applying some of the results of their studies in our classrooms can make teaching more rewarding and effective.

We can contrast SLA with First Language Acquisition (FLA) or how people, especially babies, learn their mother tongue. Babies do not go to language schools, practice drill patterns, do homework or take tests or sit in tiny little language labs with tiny little head sets on. Yet they manage to learn languages quite effectively. Some second language learners can just "pick up" a language, seemingly without effort. Others need to study it formally. Why?

Applied linguists and language teachers have studied the question

of first versus second language acquisition very intensely. While there is no universal agreement among scholars—there never is!—two useful terms are generally used to describe different ways of learning a language. When people simply "pick up" an language, they are often said to have *acquired* it. On the other hand, when a language is learned as a result of instruction, especially formal instruction, it is said to be *learned*.

Language learners often ask: "What is the best way to learn a language?" One of the stock answers to this question is "Go live in the country where the language is spoken." But is this good advice? In my case for example, I have been in Japan since 1985 but my Japanese ability is primitive. Simply living in Japan has not resulted in my acquiring Japanese by some form of linguistic osmosis.

I have not studied Japanese formally. That is to say, I have not learned it. At the same time, I have managed to acquire some speaking and reading ability. One of the main characteristics of learning is that the information to be learned—the input—should be organized. Ideally, the material should be presented in a way that makes it easy for the learner to recognize, remember and use it.

The reason why I have not learned Japanese just by bumbling around Tokyo is that, although there was a tremendous amount of input, it was not organized in any way. As for picking up Japanese, I haven't acquire much, and because I have not analyzed what I think I know, I may often misuse what I have acquired.

The role of the language teacher is to understand the characteristics of the language to be learned, to organize and present an accurate description of how that language is actually used. We can call this "organized input." The classroom is the place where most students learn, but they can also use tapes, books, videos and people who speak the language better than they do as sources of "input." Thus, *the role of the teacher is to provide access to organized input.*

In this sense then, language teaching can be defined as the systematic organization of input (language) combined for regular opportunities to gain input (study, practice and drill, for example.)

What are your assumptions about language learning: Do you think your students learn or acquire a language?

Summary in Japanese 学ぶべきか，身につけるべきか

- 言語習得過程についての研究を授業実践に生かすと効果的だ。
- 自然に身につく場合をacquire，学習する場合をlearnと表わす。
- 語学の教師は言葉の特徴を理解し，順序だて，正確に教えるべし。

外国語の教師は教室での指導については経験豊富であるが，言語習得の話となると心もとない。もし言語習得の過程を研究する応用言語学の成果を生かせれば，より充実した授業になるはずである。

応用言語学の研究者は母語の習得と外国語の習得過程との違いに注目してきた。赤ちゃんは学校も行かず訓練も受けずに言葉を身につける。これをacquire(自然に習得する)と表わす。一方，外国語は，大した苦労もせず身につける人もいないわけではないが，たいてい学校などで意図的に学習する。これはlearn(習い覚える)という用語で表わす。

よく「外国語を学ぶにはその言葉の話されている国に住むのが一番」という話を聞くが，はたしてそうだろうか。自分自身の経験から考えると，外国で生活するだけではその国の言葉は習得できない。

learn(習い覚えること)の特徴は，言語材料が理解，暗記，応用しやすいようにカリキュラム化されていることにある。東京の街をウロウロして，日本人が話す言葉をなんとなく聞き流しているだけでは日本語は身につかない。せっかく覚えても文法のきまりをきちんと覚えていないため間違って使うこともある。

語学の教師は教える言葉の特徴をよく理解し，カリキュラムを組み，正確に教える必要がある。さらにテープやビデオや外国人教師などを利用して，生徒が英語に触れる機会を増やす必要もある。

言語教育は言葉を系統だてて教える役割と，直接言葉に触れ練習する機会を与える役割の両方を果たさなければならないのである。

5 Learning to Talk, Learning to Listen

As teachers, we are always interested in finding ways we can improve our teaching practice. Even if we are new to teaching we have spent at least sixteen years in classrooms as we completed our primary, secondary and tertiary education and we probably have firm ideas about what we expect from our teachers. We can learn to apply our experience as students to give us insights into our teaching practice.

As teachers, we are usually the ones who are the primary focus of attention in the classroom. This is usually how we have experienced learning ourselves. Whether our native language is English or Japanese, as English teachers, we are the model our students will follow. But who are we modeling our teaching on?

Thus, many teachers tend to do what their teachers before them did—talk, and talk and talk. As a teacher-trainer, one of the complaints I hear most frequently from students is "We never get a chance to speak!" or "Our teacher is very nice, but talks too much!" In talking to teachers, I find that some of the more common explanations for this are "They just sit there, they never speak." or "I can't stand it when they just sit there looking at me—I have to say something !" Some teachers tend to think about class control and say things like "Of course I do all the talking. I'm the teacher and it's my duty to talk! If I don't control the class...".

Well, we won't get into a debate about who is right or wrong here. There is truth to all of the things these teachers say. Yet it is possible for us to see old things in new ways and learn to apply new insights and attitudes to our teaching practice.

Here's a simple suggestion which we can easily use in our classes—try to see and hear ourselves as our students see and hear us. This can be called self-observation and it is a very useful technique. This method can be used by any teacher, anywhere. For example, do we do all the talking in our classes? One of the easiest exercises we can do—and we don't need any equipment for this—is to compare "teacher talk" (TT) and "student talk"(ST).The point is to be aware of how much TT and ST there is, make a decision about how much

there should be and manage the class to reach the target we have decided on.

Those of us at the chalkface can use either audio-tape or video-tape to do many more interesting types of observation. We can make good use of video to study our mannerisms, way of speaking, presentation skills, the use we make of the board or other teaching aids, in short, all aspects of our classroom practice.

When using video, sometimes it's useful to point the camera towards ourselves. Other times, a lot can be learned by pointing the camera at the class, or even one student in the class, and observing reactions which we are unable to see at the time. (I find that within seconds, students generally forget the camera is there; it doesn't seem intrusive.)

We can also audio-tape our classes from time to time. This is much easier than using a video tape and we can listen to the tape almost anywhere. Using a Walkman, it is a good way to pass time on the train.

Summary in Japanese 教師はしゃべりすぎ！

- 講義一辺倒で、生徒の話す機会の少ない授業が多すぎる。
- 教師の話す量と生徒の話す量を客観的に比べてみよう。
- 自分の教え方や生徒の反応を観察するにはビデオが役立つ。

教師は常に教授法の改善に取り組んでいる。しかし、教室で生徒が先生を模範とするように、教師も学生時代に教わった先生のやり方がなかなか抜けない。教師が一方的にしゃべりまくる講義形式の授業になってしまうのである。

教員指導の仕事をしてよく聞くのは、「授業中、英語を話すチャンスがない」とか、「いい先生なんだけど、しゃべりすぎる」という生徒の不満である。教師側にも「生徒が黙っているから」あるいは「授業規律のため」など、もっともな理由はいろいろある。しかし、ここはひと一伝統的なやり方を見直し、新しい発想を授業に生かしてはどうだろうか。

そこで教室で簡単にできる自己観察法（self-observation）を紹介しよう。これは生徒が教師を見るのと同じアングルで教師自身を観察する方法である。

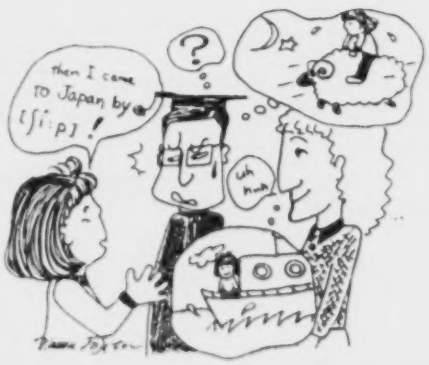
例えば、授業中の教師のしゃべりすぎをチェックするには、教師の話す量と生徒の話す量を比較して割合を出せばよい。実態がわかれば目標の割合に近づけるよう授業を組み立て直すことができる。

音声テープやビデオで自分の授業を記録するのも有効な方法だ。ビデオを利用すれば、話し方や表現力、教育機器の使い方など授業のすべてを研究できる。クラス全体か1人の生徒にカメラを向けて、普段の授業では見落としていた反応も観察できる。

時々は音声テープに授業を録音するのもよい。ビデオより手軽に利用でき、いつでもどこでも聞き直すことができる。

6 As With "Ship" and "Sheep" Writing and Talking Differ

Many students are surprised to learn some of the differences between written and spoken language. For one thing, spoken language contains many errors that would not be tolerated in writing.



But speakers, as opposed to readers, can ask for clarification. This means that the written word is held to a higher, but by no means perfect, standard.

These standards vary. A daily newspaper, for example, is prepared in a hurry, and there are often several editions published on the same day. But it will be read quickly, then used to wrap fish, as the saying goes. Typographical errors are often forgiven, unless the mistake involves an important person's name or a crucial number. Factual errors are less likely to be tolerated.

Magazines publishers have a week or a month to prepare, so they tend to have fewer errors. Books publishers are expected to be as near perfect as humanly possible. (Despite spending a billion hours inputting this book, gremlins still pop up!)

The way spoken language is taught also reveals important differences between writing and talking, reading and listening.

Language teachers and language learners often pay a lot of attention to the pronunciation of individual words. Often, pronunciation study means drilling students on individual sounds in an effort to"overlearn" the mechanics of making the correct sound. Another popular teaching technique is called "minimal pairs," which are pairs of words that differ by one phoneme and have different meanings. Here the emphasis is entirely on accuracy. But to what purpose?

The *Longman Dictionary of Language Teaching and Applied Linguistics* defines a phoneme as the smallest unit of sound that can distinguish

two words. For example, the minimal pairs "pan" and "ban" start with the phonemes /p/ and /b/.

The study of minimal pairs is often criticized. Drilling students on words such as "ship" and "sheep" is a waste of time, critics say, because in a real conversation, the context where the word is used is often more important than the word itself.

If a non-native speaker says "I came to Japan by sheep"—remember, you're hearing this, not reading it—the bit about "coming to Japan by" will give a context clue.

Since speech permits instant clarification—"You mean you came by boat? Yes, by sheep"—effective communication takes place.

But ship and sheep are dead easy to test, so they remain popular on "hearing" tests.

A big obstacle for many students is that they learn basic English in order to pass university entrance exams, which call for mastery of strange forms of language known only to local examiners and successful test-takers. Many native-speakers of English might have difficulty passing these exams.

Students are usually surprised to learn that personal letters to their foreign pen pals can be relaxed and chatty, while business letters have to be written in a more formal style. This may reduce their fear, reluctance or laziness and lead them to start writing to a pen pal. The same goes for speaking. If they are permitted to be relaxed in conversation, they may feel comfortable enough to want to find someone to talk to.

We can do a lot for students just by telling them it's okay to be flexible.

Note: The day it appeared the original article was shortened to make space for advertising. As written then, the article gave the impression that I felt "close enough was good enough." In fact, I was just making the point that context is important where pronunciation is not perfect.

Summary in Japanese 話し言葉と書き言葉

- 話し言葉は、書き言葉と違って高レベルの正確さを要求されない。
- 教師も生徒も、文脈を離れた個々の語の発音に神経を使いすぎる。
- 書き言葉も話し言葉も、形式ばらずに使えば自由に表現できる。

書き言葉は高いレベルの正確さを要求される。前間のように毎日発行される読み物では印刷ミスなど大目に見てもらえるが、単行本となるとミスは許されない。

それに比べ、話し言葉の誤りは結構許されるのに、語学の教師も生徒も個々の単語の発音に神経を使いすぎているようだ。一つひとつの音についてしつこく発音練習させられる。その良い例が、pin/pen, pan/ban, sheep/ship, のように1音だけ違って意味が異なる語のペア(ミニマムペア)の練習である。

実際の会話では、その単語の使われる文脈が意味を左右するのであって、音の細かい違いをたたき込んでも役にたつかどうか疑問である。"I came to Japan by *sheep*"と発音されたとして、話し言葉なら、"You mean you came by boat?"と聞き返せる。聞き返された相手が、"Yes, by *sheep*."と答えても意味は十分通じる。

書き言葉の学習の一番の障害になっているのは大学入試である。出題者や合格者にしか理解できない奇妙な英語は、ネイティブ・スピーカーにさえ理解しがたい。ペンフレンドへの手紙にしても、ビジネスレターと違って気楽におしゃべりするように書けばよいと分かれば、英語を書くことが苦にならなくなる。

話し言葉でも同じ。リラックスして会話できる雰囲気があれば、誰かに話しかけてみたくなる。気楽にやればよいと教えてあげよう。

7 English, Right or Wrong —or Sometimes Both

The most famous line in the opening scene of the old "Star Trek" program was "To boldly go where no man has gone before." This line often provoked sniggers in the United Kingdom but was considered pretty inspirational in North America. Was there a problem?

At the time it was written, sexism was considered a powerful sales tool, so there was no problem with the political correctness of the line. But taking the verb "to go" and splitting it with "boldly," thereby producing the split-infinitive "to boldly go," was considered wrong.

There are two approaches to grammar.

One dictates that correct forms of speech can be laid out with rules that must be followed in all cases. This is generally the approach of *prescriptive* grammar. Prescriptive grammarians believe that the rules must be followed in all cases. The well-known examples of "may" meaning "permission" and "can" meaning "ability to do"—as in "May I go to the bathroom" versus "Can I go to the bathroom"—illustrate the prescriptive approach. But in real life, people say "can I" when they mean "may I" all the time.

Another way of looking at grammar is *descriptive*. Language changes, words change, attitudes change, and descriptive grammarians feel it is enough to observe and record the changes and keep up with them. To give an example of how vocabulary changes, try convincing anyone under 25 years old that the word "gay" means "happy" and that in books published up until a few years ago, it has to be read as happy or the passage won't make any sense.

During my stay in Canada one summer, I noticed the widespread use of "there is" or "there's" in sentences where the plural form would be prescriptively correct, as in "There's lots of ways of looking at how people do things." If a student asked me about this sentence, I would not hesitate to say that it should be "There are..." But this form was widely used not only in everyday speech but in the newspapers as well, both in direct quotations and in text.

Now some may jump in here and say that this is obviously some sort of "inferior" Canadian dialect. (Yet on a trip to Melbourne, Australia, I noticed the same thing.) That attitude, describing forms of speech

as "inferior" in comparison with "standard" forms, is another form of prescriptivism, but a much more powerful one–one often described as "elitist."

Which form of English should be taught? Some *eikaiwa* (English conversation) schools in Japan sell "British" English as a snobbish alternative to down-market "American" English. For some reason, many Japanese like to tell the story of the Australian who was "going to the hospital to dai," as if it happened to them personally.

Would black, inner-city children in the United States be more economically successful if they were taught "standard" white, middle-class American English? Or would they be shunned by family, friends and community as some sort of "Oreo" cookie?

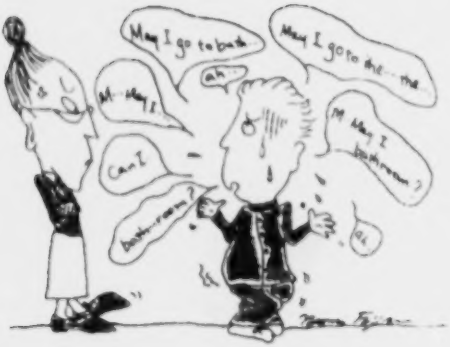
These are important questions and I raise them, as others have before me, to bring the prescriptive/descriptive conundrum to your attention.

There are many forms of spoken and written English. One of the more negative attributes of the still popular grammar-translation method of English teaching widely used in Japan, especially in universities, is that English can be treated as a slice of tissue, cut, frozen, dyed and examined under a microscope. In other words, totally dead. But it does permit the complexities of language and culture to be reduced to a form of pseudo-mathematically correct formulas that are easy to teach and test.

Language is used by individuals. As a Canadian, I feel that I am to some extent "bilingual." I prefer spellings such as "colour" and "programme," but I reject "tyre." When I teach, I find out where my students are most likely to use English and I do my best to give them what they will need to cope in that environment. I think that's all we can do as individual teachers. Teach what we know, try to anticipate what the students will need in the future and try to cover that.

English is a living language and it's hard enough just to teach people to use it accurately—there are few real standards of correctness in an objective sense. If a form works, it's probably good.

Note: At the time I wrote this I was reading Talking Power: The Politics of Language *by Robin Tolmach Lakoff, Basic Books, 1990. Since I wrote this I came across another book I highly recommend:* The Story of English: Companion to the PBS Television Series, *Penguin, 1986.*



Summary in Japanese　英語は生き物

- 「言語は規則どおり使う」と「言語は常に変化する」との差
- 英語文化圏といっても，国，地域，階級などで英語が違う
- 英語とは，多様性を持ち，常に変化している言語の一つである

文法については2つの考え方がある．言葉は規則に基づいて使うのが正しいとする規範文法と，言葉はたえず変化するからその変化を観察し記述すればよいとする記述文法である．gayという語がしばらく前までhappyという意味だったことなどは言葉の変化の一例である．

今年カナダに帰国した時には，"there are"と使うべきところで"there is"がよく使われているのに驚いた．しかも日常会話だけでなく，新聞などにも使われているのである．この現象を標準英語に対するナマったカナダ方言と決めつけるのは偏見である．日本の会話スクールの中にはイギリス英語を売り物にして，下町の米語やオーストラリア英語を一段低く見る傾向があるが，これも誤りである．アメリカのスラム街の子に百人の標準英語を教え込んでも，決して彼らを救うことにならない．

話し言葉にも書き言葉にもいろいろな形がある．古くから日本で浸透してきた文法訳読法では，言葉を規則にあてはめ単純化するため，言語や文化の多様性が無視されてしまう．英語という言葉を，多様性を持ち常に変化する生き物として捉えないのである．

言葉は一人ひとりの人間が使うものであるから，学習者が世界のどの地域で英語を使うのかを知り，それに適した英語を教えるよう心がけなければならない．

言葉は常に変化している．正確さだけを追求して教えることは不可能である．

8 "Um," "Ah," "Yup," Listening to the Real World of English

There is a huge gap between the way native-speakers of English talk in real life and the kinds of listening materials used in English language teaching (ELT) classrooms. Real-life English is full of "ums," "yups," "you knows," mixed in with false starts, subject changes, and as much beating around the bush as is found in the most stereotypically indirect Japanese conversation. In fact, it has become something of a cross-cultural stereotype that English—especially American English—is brutally direct, frank and clear while Japanese is, well...ahh...I guess, Japanese eh?

In their important book *Teaching the Spoken Language: An approach based on the analysis of conversational English*, (Cambridge University Press, 1983) Gillian Brown and George Yule take a hard look at the gap between how students are taught in listening classes compared with how language is used in real life by native-speakers of English. Brown and Yule claim that listening is too often taught using examples of English that are essentially written English spoken aloud. This type of language is generally only found in the most formal of settings: political venues, in courts and in university lecture halls, *inter alia*. Or in "perfect" dialogs, where each speaker has an even number of lines, speakers are perfectly understood and there are no false starts, hesitations or, god forbid, errors.

Listening comprehension courses typically involve having the student listen to two or three minutes of tape. Then the teacher asks questions which, as often as not, are taken from regular points in time along the tape—say every thirty seconds. Students are generally expected to have near perfect recall of everything that was related in the taped passage. (Geez, do I really go for perfect recall of every phone conversation I have just in case I have to do a listening comprehension test?)

With training and effort, students can become quite good at developing their skills at recalling the contents of tapes like this. Of course, it helps when the speakers are "speak-ing-slow-ly-and-stressing-e-ve-ry-syll-a-ble-e-ven-ly," as they go through their written-text-spoken-aloud. (Go slow enough and "listening" crosses the line and

becomes "dictation.")

But the student has only to turn on the U.S military's Far East Network (FEN), or better yet in the Tokyo area, the *Japan Times* affiliated INTERFM 76.1 to enter the real world. Yes, the language is fast, and yes most students will say that they can't get it because it's too fast. But native-speakers don't even try to catch every word on FEN. Hint: teach students to listen for the stressed words, which contain key information. This is a kind of auditory "skimming," similar to skimming in reading a text. So it's OK to miss the unstressed bits. Native-speakers do it all the time. This is not a good strategy in court, mind you. Context is important.

Acknowledging all of these problems, what should a teacher do to introduce more realistic listening exercises into the ELT classroom? One useful shift in emphasis is from the *content* of the tape —who said, did what to whom when—to *the way language is used*. For example, in context, an expression like "You know," tends to mean that the speaker expects the listener to have some shared knowledge. If the listener doesn't "know," that is, doesn't have the shared knowledge, the listener should stop the speaker and say so. This is a skill that has to be taught.

If a Japanese listener hears another speaker, especially a native-speaker of English using "you know" he or she needs to understand that in fact, the speaker really expects them to know something. The listener can be taught that the usual strategy of just going "uh huh," or "yes, I see," will actually backfire once it becomes apparent that the listener in fact doesn't see at all. The solution to this is to teach students ways to ask for clarification, "I don't understand," and "do you mean...." are good examples.

Practically speaking then, teachers need to combine the knowledge of how a language is used with teaching the social and cultural skills needed to make the language work.

So, like...it's not...well, it's different from what I... maybe I'll try it a new way, ya know, eh?

Summary in Japanese リスニング教材はホンモノの英語で

- リスニング教材の英語と実際に会話で使われる英語は別物。
- FENのような早口の英語は強く発音される言葉だけ聞き取る。
- 話の内容が分からない時に聞き返す言い方も，ちゃんと教えること。

リスニングの教材に出てくる英語と，実際にネイティブ・スピーカーが使っている英語には，大きな隔たりがある。実際の会話では"um" "you know"といった言葉がはさまり，途中で迷ったり間違ったりする。リスニング教材の英語には，元は書き言葉だったものが使われていることが多い。この種の話し言葉は法廷など公式の場でしか使われないのに……。

リスニング・テストにしてもしかり。3分のテープを聞かされ，その内容について質問が出る。流されるテープは，原稿をゆっくり，全音節を強く発音して読まれる。

FEN（米軍の極東放送網）をちょっと聞けばいい。ホンモノの英語と言語教材やリスニング・テストとの違いが分かるだろう。FENの英語は早口だ。早口の英語を理解するには，強く発音される言葉だけを聞き取ればよい。ネイティブ・スピーカーなら分かっているように，重要な情報はそうした言葉に含まれているからだ。

それではどうしたらホンモノの英語を授業に取り入れることができるだろうか。まず大事なのは，内容を理解するための教材から離れ，言葉の使い方を聞き取るための教材を使うことだ。その中で，例えば"you know"のような合の手，言葉が出てきたら，相手に聞き返したり確認したりする言い方を，きちんと教えてあげるようにする。

英語の教師に求められているのは，言葉としての英語とそれが実際に使われる社会的・文化的背景とを結びつけながら教えることである。

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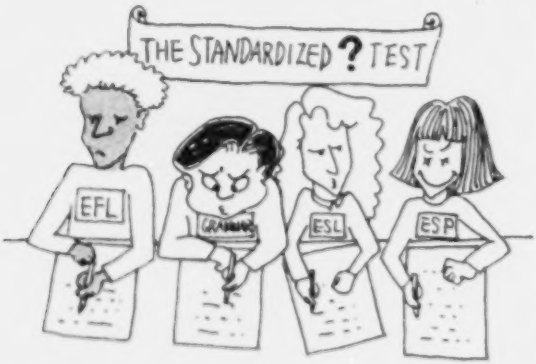
9 Standards for All Kinds of English



Throughout the world, there are millions of students studying English—and other foreign languages—at hundreds of thousands of schools. Yet even students who are studying the same language will be taught in different ways. They study different vocabulary lists, texts and grammatical structures. Moreover, they will be exposed to teachers of varying abilities and professionalism.

How can you compare a student who has studied English for, say ten years in the Japanese system or ten years in Sweden, or Swaziland? Do you compare the ten years? Is the fact that the course was given in a high school, private language center or university important? What about class size? Teaching methods? Texts?

Even the reasons for studying English vary tremendously. Someone who is living or plans to live in an English speaking environment is usually described as an English as a second language (ESL) student. On the other hand, a person who will use English mostly with English-speaking foreigners in their own country will be an English as a foreign language (EFL) speaker.

The way ESL and EFL students are taught is usually quite different in practice. For example, ESL students often need to be taught "survival" skills such as how to contact the local tax office of their new country, get their car registered or rent an apartment. For EFL students, survival skills are often more "touristic." The EFL skills are more those associated with a visit than a period of residence—rent-

ing a car, booking a hotel. Naturally, residents book hotels and visitors occasionally pay taxes so the ESL/EFL distinction is not black and white.

You can imagine that it is quite difficult to compare individuals in order to make decisions about university admission, overseas transfer, professional advancement or personnel selection. This has lead to a wide variety of "standardized" tests being created. Most of these tests are published by private organizations or companies.

There are tests of academic English, practical English, English speaking and English writing. Tests can be taken in American, British or Australian varieties of English simply by selecting a test made in the desired country. By and large, the test used in a particular area—academic study , international communication, writing etc—is widely known and so teachers and students shouldn't have to wonder which test is appropriate. Everyone will be talking about it and getting ready to take it or teach it.

Since there are so many tests, and the organizations and companies which publish them are often in direct competition, it is difficult for me to to say that "Test X is recommended for one purpose while Test Y is better for another purpose."

Nevertheless, standardized tests are one of the most important ways that various educational experiences can be compared. It is easy to find out which tests are available and test-makers are more than willing to send teachers their sales literature. Some test-makers also have a newsletter and will put you on their mailing list if you so request.

Standardized tests are taken very seriously by international educators. TESOL professionals have an obligation to understand, establish and maintain high standards in both teaching and testing.

Note: This column began as a very detailed comparison of two of the main international tests of English but one local manager objected to any reference to another test (produced by his own organization!) so I ended up saying "Test X") and leaving out all the useful details. Weird...

Summary in Japanese 「英語の実力」判定法

- 英語力の判定には国籍，学習環境，目的の違いなどが影響する。
- 英語圏留学・就労希望者向けに様々な標準テストが作られている。
- 標準テストは異なった条件下での学習結果を比較検討できる。

世界中で何百万人もの人々が英語を学習している。当然国籍も学校の種類も教授法もテキストも違っている。

学習の目的もさまざまである。英語圏に住み英語を第2言語とする人々のためのESLと，外国語として英語を学習する人のためのEFLでは，学習内容も異なってくる。

さらに仕事に関係する専門英語（ESP）を学ぶ人もいるし，留学希望者には教養英語（EAP）のコースがある。

このような目的も環境も違う人々の英語力を比較することは可能なのだろうか。大学や転校，就職や昇進を決定する時，その人の英語力を判定するのはかなり難しい。

そのために様々な「標準」テストが作られている。教養英語，実用英語，英会話，英作文などのテストから成り，目的地に応じてアメリカ英語，イギリス英語，オーストラリア英語から1つ選べる。

これらのテストはほとんど民間の研究所や会社が作っており，業者間の競争は激しい。各社違いはあれ，標準テストというものが，異なる条件下で学習した英語の力を比較検討するのに適しているのは確かだ。標準テストが全世界の教育関係者に尊重されている以上，英語教育の専門家には教授法と学力判定の両面で，事態を理解し，高い水準のものを作り出し，それを維持してほしいものである。

10 School Stereotypes: Something to Avoid

How many times have you heard phrases like "Japanese people are shy," or "a typical Japanese student," or "Japanese teachers of English" or "ALTs" (Assistant Language Teachers) followed by some observation or comment meant to apply to both the individual and the group?

Such generalizations—stereotypes, really—are often used to label people, places or situations to make them more manageable, less threatening or just less of a bother. But while there is often a kernel of truth in statements like these, they can blind us to other points of view that are equally valid. (Of course my own point here could be seen as based on typical "Western" ideas of *individualism* versus as opposed to "Asian" *groupism*.)

In my own teaching this year, I have a wide variety of students. Superficially, they might all seem the same. How can I describe them? Should I tell you the "type" of school and let you figure out what the students are like? Should I describe the students' characteristics and let you label the school?

One group of Grade 10s (first year high school) students sleep—in class. And when they sleep, they dream of their soccer next game. Occasionally, they wake up, look around and talk about soccer—regardless of what might be going on around them in the classroom. They are very popular in the school and it isn't wise for a teacher to be too strict with them. They sometimes call each other *kun*. Question: Who are they and what kind of a school are they in?

Another group wears earrings and sometimes chains; they usually call each other *chan*. Who are they and what kind of school are they in?

The first group is composed of girls in a "high-level" private school. Nearly one hundred percent of them go on to "very good" to "excellent" universities or colleges. The second group are boys in a "lower-level" public school. Ten percent of them pursue some form of tertiary education, often along vocational lines: dental technicians, for example.

There is a valid place for stereotypes: They form a useful shorthand

in communication. It saves a lot of time if we say "a typical midwestern farm in the 1800s" when talking about a cowboy movie. But we are not talking about real people in this case. No one gets hurt if we are inaccurate or fail to give the Midwestern farmer of the period his—not her, at that time—due.

But what of the student who is labeled "shy" or "jock" or, and this is especially important in Japan, simply by his or her school uniform and the reputation associated with it? (In their own way, school uniforms serve as *meishi* or business cards for pre-adult members of Japanese society.)

One way to cope with culture shock, alienation, burnout, boredom or stress might be to "break down" our perceptions of larger chunks—"the Japanese," "Americans," jocks," or "bad schools," for example, into smaller chunks. It might be useful to look for patterns of behavior; to search for groups within groups. This has some of the drawbacks of stereotyping on the one hand, but it also takes into account some of the complexities that exist in real life.

Yet, it is true that there are usually 50 students in a secondary school class, so how can teachers get to know individuals? This is a valid question. Given the limits of the system, it might not be possible to give individual attention to every student. This may not even be desirable. But is it necessary to "cop out" and decide that since it is not possible to get to know all of them, why bother to know any? Or to decide that it is the homeroom teacher's job? This may not be as good as knowing each and every student individually, but it can be a useful starting point.

Trying to see things from a new perspective can be applied by Japanese teachers looking at the "bizarre" or "typical" behavior of ALTs and vice versa; soccer players, versus non-team members; boys who call each other *chan* and girls who say *kun*. The irony of using stereotypical observations is that they can actually prevent us from seeing those things we do not expect to see. How many things will you see "anew" today?

Summary in Japanese

固定観念にとらわれない！

- 所属する集団で中にいる人間の特徴を一般化する傾向がある。
- 学校名や制服などで生徒たちにレッテルを貼ってはいけない。
- 固定観念を破るために集団内の小集団や個人に目を向けよう。

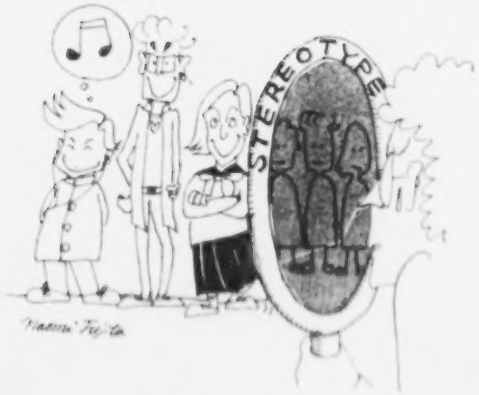
「日本人は…」とか「最近の学生は…」とかいう言葉をよく耳にする。所属する集団が分かればその人間の特徴も予想がつくという前提に基づいているのだが、このような固定観念にとらわれていると見失ってしまう事実も多い。

私の教えている高校生の中には、通っている学校のイメージからは想像もつかない行動をとる生徒がいる。私立の進学校で授業中に居眠りをする女子生徒、公立高校でイヤリングをつけて「○○ちゃん」と呼び合う男子生徒など、さまざまだ。着ている制服や学校の評判だけで「頭が良い、悪い」とか「体育会系」とかレッテルを貼られたら、どんな気持ちになるだろうか。

「日本人だから」「田舎者だから」「底辺校だから」というような理由で、カルチャーショックや疎外感や悲しさやストレスを感じていたら、大きな集団を細かく分けてみるとよい。中にある小さな集団や個人が見えてくるはずだ。

たとえば中学・高校では50人クラスが普通で、クラス全員に目が行き届くのは難しい。生徒一人一人のことを詳しく知らないまでも、せめて全員の名前を覚える努力が充実した授業への出発点となりうる。

固定観念にとらわれたものの見方をすると、見たくないと思っていることが本当に見えなくなってしまう。今日一日、新しい発見がより多くあることを、皆さんに期待しよう。



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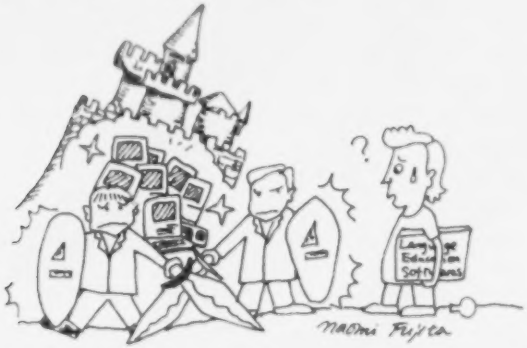
11 Petty Politicking Kills Cooperation Among Departments



One of the high schools I used to teach at had a nice double-sized classroom with carpets on the floor and folding chairs rather than desks. "Perfect!" I thought, "now I can really do some communicative English teaching!" But the second time I asked to use the room, I was refused.

I asked around quietly and eventually one of the teachers in the English department told me that the room belonged to the social sciences department. "They are afraid to let you use again because they would 'lose' their exclusive right to the space," he said. "But the purpose of the school is to provide education and training to the students," I fumed. So I went back to teaching in home rooms that were ideal for teacher-centered methods.

A few years later at another school, 50 brand-new Macintosh computers arrived. "Great!" I thought, "now I can use Computer Assisted Language Teaching (CALT). The 20th century has arrived, and just in time too!" But my enthusiastic request for permission to organize a CALT-based language course was met with incredulity.

"They're *computers*. Computers are for key-punching (which I later found out meant typing) and computing. And anyway, they belong to the math department. So forget about using them." I admit I was pretty steamed at the time. Later that school got a new language lab. "That should make you happy," someone in the English department said. "Language labs are only good for teaching pronunciation and

listening comprehension, if you are trained in audiolingualism (a behaviorist teaching method using ideas taken from Pavlov and B. F. Skinner.) I'm trying to teach these kids to *communicate*, not parrot!"

As language teachers, we tend to focus our attention on teaching. This is appropriate but from time to time, we should take a look a the environment where teaching takes place—or ought to take place. Schools are organizations. The *Guide to Public Administration* gives this definition: "Organization: cooperative and essentially dynamic system which is engaged in a process of continual readjustment to its physical, biological and social environment while pursuing goals."

You can see that my definition of organization was based on the school. As in "schools are cooperative and dynamic systems etc." But my experience proved me wrong. Within the school, the department was the functional level of organization. These departments saw themselves in competition with other departments for limited resources such as space and funds. Cooperation took place within departments.

English education in Japan has generally been slow to take advantage of advances in technology and software development. And there are some very definite ideas about what equipment English departments should have. The idea that language labs (LL) are necessary for English departments comes largely from audiolingualism. If that method were being used, or indeed the LLs were being used for more than pacifying the students by running tapes, then there might be some justification for schools shelling out the ¥20 million or so that they cost. Since they don't seem to have a lot of educational value, perhaps the reason they continue to be sold can be found in the need for departments within a school to gain power and status by gaining control of money, space and equipment.

The issue is of course complex. Another reason for the belief in the value of LLs, but not computers or carpeted, open classrooms, could simply be the fact that audiolingualism was popular when many of the present decision makers were students. Unaware of, or interested in newer methods of teaching, they can finally order the equipment they themselves would have liked to have had when they were students long ago.

"Our" language lab has become a bit of a "white elephant"—a very expensively equipped room for watching videos, and no, the other departments can't use it, thank you very much.

Summary in Japanese 日本の学校は教科王国

- 学校が「相互に協力しあう組織体」という定義は教科にのみ成立する。
- 社会科用教室，数学用コンピュータ室は他教科には使えない。
- 英語科の施設はLL教室と決めつけ，結局有効に利用できない。

私がかつて教えていた高校には，社会科向けの豪華な教室や数学のコンピュータ室があったが，英語の授業には使わせてもらえなかった。

学校は組織体である。組織体とは目標を追求しながら環境に適応していく，協力的でダイナミックなものであるはずである。しかし私の経験では，協力関係は同じ教科内でしか成立しない。同じ学校でも他教科とはスペースや予算の獲得など互いに競い合う関係にあるのだ。

そうこうするうち，その高校にLL教室が作られることになった。しかしLLは発音を教えたりヒヤリング力をつけるのに役立つだけで，英語でコミュニケーションし合うのに使うのは難しい。

日本の英語教育界はこれまで，科学技術やソフトウェアの進歩をうまく取り入れられなかった。英語教育にLLが必要だという発想はパターンプラクティスの教授法に基づいている。だから，徹底したパターンプラクティスの授業をしなければ，せっかくのLLシステムもたいした効果は期待できない。それでもLLシステムが売れ続けるのは，予算や施設を獲得することで英語科が学校内での地位を確保するためのようだ。

もうひとつの理由は，今の教師が学生だった頃，パターンプラクティスが大ブームだったことにある。新しい教授法について勉強していないから，当時あこがれのLL教室をつい注文してしまう破目になる。

こうしてその高校のLL教室は高価なビデオ鑑賞ルームと化してしまった。もちろん他の教科が使わせてもらえるはずもない。

12 New Challenge for Japan: Getting Beyond Just English

In Japan, the study of English is considered very important. Students are taught English for at least six years. If they go on for tertiary education, they will take as many as four more years of English. They may also enroll in one of the many commercial English schools, study English in a preparatory school, go on a homestay abroad or take private lessons. Why? What is this national obsession with English? The standard answer seems to be that 'English is the language of international business and academic work.' This may be true but is this all there is to it? For most of the post-war years, Japan's trade has been primarily with the United States. Perhaps it would have been more accurate to say that 'English was the language of bilateral trade and the importation of technology and scientific ideas.'

Given that the world has changed considerably since 1945, this national obsession may well have some long-term negative effects. By studying English to the near exclusion of other languages, Japan is now finding itself baffled by events in the European Community; disliked but grudgingly tolerated in East Asia and largely unable to communicate directly with the rest of the world. The easy answer here is of course 'But English is the international language, so naturally we'll do our business in English.' This may not be the best way to win friends or influence people.

To a certain extent, there is truth to this circular reasoning. After all, if the second largest economy in the world decides that it will do its business exclusively in English, then in English business will be done. While it would be going too far to say that the Japanese have made English the international language, they seem to have done more than most to promote its use.

Times change and the solutions to earlier problems may not work so well at a later date. It takes many years to train people to speak a foreign language. Not all who try to learn another language have the interest, aptitude, opportunity, support and drive needed to reach a level of functional fluency. In Japan, third languages are still given little in the way of resources or encouragement. This seems to be true

for business, government and all levels of education.

The *fiat* that English is the international language can, in some ways, reflect an unwillingness to admit that the world and its peoples are more complex than some would like them to be. In a complex world, there may be a natural tendency to try to simplify things, to make them manageable.

There are times when it is beneficial for those involved in English education in Japan to step back and take a look at the larger scene. While it is probably safe to say that English will remain the dominant foreign language taught in Japan, one can hope that the field of foreign language education will be enriched by a popular demand for additional languages. Thus mere bilateralization might be broadened—on all fronts, educational, commercial, diplomatic and personal—into that greater world-view which often goes by the name of internationalization.

Note: There has been a bit of a trend in recent years to suggest that the continuedand even rising importance of the English language represents a legacy of hegemony and colonialism. This may be somewhat disingenuous. There is an almost stubborn resistance against the use of foreign languages other than English within Japan.There is after all, an Eikaiwa Industry. *It is a fact that languages other than English have not enjoyed the fifty-year boom that English has. Moreover, as a country heavily dependent on trade and technology, it is simply economic sense to train people in English, the language in which most important discoveries are first published in. It is said that even top French scientists tend to publish their first findings in English! When a highly populated, rich and important country like Japan commits itself to learning essentially only one foreign language, this in turn forces the world to deal with Japan through the medium of English. The Internet and other communications technologies will likely accelerate this trend. In Japan, English appears to be in no danger from other languages.*

Summary in Japanese 外国語は英語だけじゃないのだ

- 日本では英語教育のみに偏りすぎたために深刻な弊害が。
- 英語だけが「国際語」だというのは完全な思い込み。
- 英語以外の外国語を学ぶことで国際的な視野を広げよう。

日本では英語の学習がとても重要視されている。理由は「仕事の場でも英語が国際的に通用するから」である。

たしかに戦後日本の主要な貿易相手国はアメリカだったが、当時にくらべ世界情勢は大きく変わっている。それでも国民全体が英語にこだわり続けているため、ヨーロッパ各国の動きには取り残され、東南アジアの人々には毛嫌いされ、アメリカ以外の国々とは直接コミュニケーションが取れない状態になってしまった。

英語がこれほどまで使われるようになったのは、世界第2の経済大国である日本が英語だけでビジネスをしてきた影響もある。反面、第2外国語になると、費やされる時間はそこそこ、学習する方の動機づけも弱い。

英語が国際語だと決めつけ、他の言語に目を向けないこと自体、世界には多種多様な人々が住んでいる事実を認めたくない気持ちの表れだといえる。

日本で英語教育にたずさわっていると、一歩さがって広い視野で物事を見たほうがよい場合がある。おそらくこれからも英語は日本の外国語教育で最重視され続けるだろうが、英語以外の外国語を学びたいという人が増えれば、外国語教育の世界が豊かになることも期待できる。

そうなれば、これまで「日米2カ国の関係」でしかなかった国際関係が、教育、ビジネス、外交、民間レベルの付き合いなど全ての面で世界的視野に立ったものに広がるだろう。

Part 2

TESOL: On Teaching

外国人教師としての第一歩を踏み出す

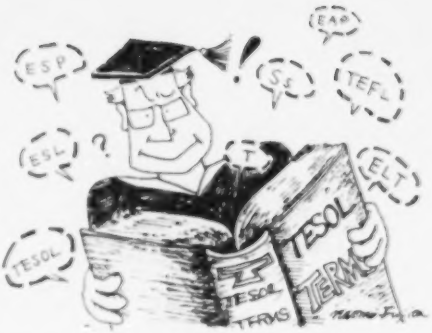
13 Special Jargon Employed by Teachers of English

Most of you reading this book are probably English teachers. There are many acronyms used in the field of English teaching. Thus, you have heard of terms such as EFL or ESL. They are pretty easy to decode: in most cases "E" stands for English and "L" stands for Language. Do you know these common acronyms: ESL, EFL, EAP and ESP? They are English as a Second Language, English as a Foreign Language, English for Academic Purposes and English for Special Specific Purposes. If you add "T" for Teaching to any of these you get TESL, TEFL, TEAP and TESP. ELT is English Language Teaching. There are many other terms but these are probably the most common ones seen in Japan. (My own personal favorite is TEEH which stands for Teaching English for Examination Hell.)

Is there a difference between TESL and TEFL? There certainly is and the answer is found in both the practical and political worlds. Practically speaking, ESL is taught in an environment where English is spoken in the wider world just outside the classroom. Thus Japanese students who are studying English in New York or Vancouver are studying ESL and can be said to be in an ESL environment. In Japan, we find ourselves in an EFL situation. At best, English will be the language of the classroom during the class time. When the class is over, the students return to their native-language environment. It is possible to make the definitions of ESL and EFL more complicated by considering the nationality of the students and their purpose in learning the language in order to decide if they are ESL or EFL students but that is of little use to the classroom teacher in Japan. Thus the short answer is that Japanese students in Japan are in an EFL situation, if they go to English-speaking countries, it's ESL.

In classroom observation, student is usually abbreviated "S" and students can be "SS" or "Ss." Similarly, Teacher is "T" and Teachers are "Ts/TS." Another term seen frequently is "first language" (L1) and "second language," (L2) Japanese would be the SS' L1. English is the most popular L2 in Japan. The language the S is trying to learn is called the "target language." (TL) If you thought that TL meant Teaching Language, you can see that sometimes you have to consider

the context as well as the acronym. ESL students are generally felt to be highly motivated as they are surrounded by the TL and can use it as much as they like. Also, a typical ESL class will likely be made up of SS from different nationalities while an EFL class usually contains only one nationality.



The terms Teaching English to Speakers of Other Languages (TESOL) and Teaching English as an Additional Language (TEAL) are attempts to create "generic" terms, independent of environment or politics. English for Special/Specific Purposes is a rapidly growing area which combines the teaching of the vocabulary, language, and concepts needed to work in a specialized area such as air-traffic control or overseas telephone operator to name two. English for Academic Purposes is the speciality of teaching students the language, study, note-taking and oral communication skills, such as debating or arguing, they need to attend universities or colleges in English-speaking countries.

Secondary school English programs such as the Japan Exchange and Teaching (JET) staffed by Japanese Teachers of English (JTE's) and Assistant Language Teachers (ALT's) are having a positive impact on the teaching of general English. As Japan's English-learning population grows out of "How are you? Fine, thank you and you?" the demand for ESP and EAP can be expected to increase.

Every profession has its jargon, its special way of speaking and writing. Learning that language is an essential and enjoyable part of joining the profession.

Summary in Japanese 「業界用語」を覚えなさい

- 職業独特の用語を覚えるのは必要不可欠だが，楽しみでもある。
- これだけは知っておきたい！教育内容を示す略語
- 知っておいて損はない！授業観察で使う略語

どんな職業にも固有の話し方や書き方をする業界用語がある。職業につく上でその業界用語を覚えるのは必要不可欠であり楽しみでもある。ここにいくつかを紹介しよう。

◇ESL（English as a Second Language）と EFL（English as a Foreign Language）は，ともに外国語としての英語教育だ。ESLは教室の外でも英語が使われる環境での英語教育。英語圏に住んで英語を勉強している学生はESL，日本の学生はEFLの環境にある。
T（Teaching）をつけてTESL，TEFLとも表わす。

◇S（Student）とT（Teacher）は授業観察で使われ，複数はSS，TS，またはSs，Tsとなる。L1（母国語），L2（第２言語―第１外国語―日本では主に英語）もよく使われる。また，TLはTeaching Languageでなく Target Languageであることに注意しよう。

◇TESOL（Teaching English to Speakers of Other Language）と TEAL（Teaching English as an Additional Language）は，人種国語を問わずに使える用語にしようという意図がうかがわれる。

◇ESP（English for Special/Specific Purpose）は航空管制官のような特定の職業と結びついた言語教育で，近年急成長をとげている。

◇EAP（English for Academic Purpose）は留学に必要な英語力をつける。

最後に，JTE（日本人英語教師）とALT（外国語指導助手）が協力して授業をするJETプログラムは英語教育界の活性剤となっている。

14 "Winging It" Loses its Allure

When we want to go to an unfamiliar place, most of us will write down the directions or consult a map. If we want to cook something we have never made before or haven't made in a long time, we would probably refer to a recipe. In the teaching profession, these can be called the *term schedule* and the *lesson plan*. The term schedule is our road map; it is our guide to travelling from the beginning to the end of the term. The lesson plan is our recipe. It tells us what ingredients we should blend in and in what proportion for a particular class meeting.

Most of us are in situations where we know who we will be teaching, and when, at least for a whole term. The strong point about making term plans and lesson plans is that we will have a clearer idea about what to teach day-by-day.

Speaking for myself, I found that after many years and thousands of classes where I 'winged it' by making up my 'lesson' on the spot, I simply got tired of the lack of direction in my classes. Nobody else complained. I just wanted a change. I wanted to know what I would be teaching class-by-class and term-by-term—even if the school could care less.

After some trial and error, I found that the best way for me to start was with the term plan. To make this I get the list of class meetings from the office. Next I rule off a large piece of paper with the class numbers running down the side. I put the meeting dates across the top. The first thing I do is check the number of classes with each group. For example, in checking the term plan I might discover that high school class 11 A will have ten meetings this term but class 11 B meets only eight times because of cancellations for the school festival. This warns me well ahead of time so I can plan for it. And I know that I have to plan to cover more work for 11 B in each lesson compared with 11 A.

Then I start to fill in the squares. If I have a text book, it is pretty easy to just divide the number of lessons to be covered into the number of days available. Then I jot in other parts of the plan such as when to begin practicing a song, test days, speech contests, even

notes to myself to print something up by a certain date.

I make up my daily lesson plans by looking at the term plan to get the overview. Then I typically take a piece of paper and rule off columns for the big 4 —reading, writing, listening and speaking. I jot down what I plan to do for the class.

I also note down what I did do so that my term plan also becomes my term record. This is very handy as I can make up tests based on what was actually covered. Next year I can reuse the parts that went well and, more importantly, I can see where I can make improvements.

A word of warning: Use pencil! Things change. I find that there may be roadblocks or detours so I try to be flexible and keep a sense of humor.

I'm the first to admit that this isn't very fancy. I didn't start making plans because I wanted to be a model teacher. I simply decided that even if I was paid by the hour, I was going to teach a good class because just doing the minimum expected wasn't satisfying my needs anymore. The time I spend planning is repaid many times over because I enjoy teaching so much more today.

Note: Nowadays the high school curriculum has been divided into Oral Communication A, B and C and the unofficial freedom to teach the "Big 4" during an "eikaiwa" class is a thing of the past. Grading is a big deal now. Once again teaching is secondary to testing.

Summary in Japanese その場しのぎじゃ，やっていけないゾ！

- ●学期を見通した指導計画と毎時間の指導案はこう作れ。
- ●指導案は４技能ごとに内容を書き，授業の反省はメモする。
- ●備えがあれば，教えることが本当に楽しくなる。

旅行中の地図や料理のレシピと同じく，授業には学期指導計画と指導案が必要だ。毎日毎日何を教えるかについて，はっきりした見通しをたてることができるからだ。

わたし自身，初めの何年かはその場しのぎの授業をやってしまった。他人から文句を言われたわけではないが，そのうち自分が毎時間，毎学期どんな授業をしているか知りたくなり，指導計画と指導案を書き始めた。

まず学期指導計画を作ることにしよう。年間授業計画表で各クラスの授業日数を確認し，表の縦にクラス名，横に授業のある日を記入する。授業数のちがいに従ってクラスごとの進度も少しずつずらさなくてはならない。そうやって教科書のレッスン，その他の教材，テスト，スピーチ・コンテスト，プリント作成のような自分用のメモなどを記入する。

次に１時間ごとの指導案を作る。表に４技能（リーディング，ライティング，リスニング，スピーキング）の欄をつくり，学期指導計画を見ながらその授業でやる内容を書く。また，指導計画がそのまま記録にもなるように授業でやったことをメモしておくとよい。次年度への反省や試験問題作成に役立つからだ。

わたしはたとえ時間講師の身であっても中身のある授業をやりたいと思っている。指導案をたてるのに費やした時間はその何倍にもなって返ってくる。現に今では指導案のおかげで教えることが本当に楽しい。

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15 Can Teachers "Motivate" Students and Avoid Burnout?

Have you heard the old joke that goes: "How many psychiatrists does it take to change a light bulb?" The answer of course is: "Only one. But the light bulb has to really really want to change." In the field of Teaching English as a Foreign Language (TEFL) motivation is a critical but frequently overlooked factor.

What is the subject you personally most liked in school? Did you find that you wanted to keep on learning even when that subject wasn't taught well? What about the subject you most disliked? The same goes with jobs around the house—I like doing the dishes but hate vacuuming for example—and almost anything else you can think of. We are all human and we all have our likes and dislikes.

Ministries of Education and schools are not the least bit interested in students' preferences and by and large they are right to be indifferent. Those who make decisions at the level of national educational policy must be concerned with the larger questions, asked from society's point-of-view. They look at the big picture: "How many hours of English will be required?" "Should the curriculum include more communicative English?" "Should the role of the Assistant Language Teacher be expanded?"

Naturally, teachers also have strong opinions on these matters. But teachers do not have the luxury of letting their personal attitudes towards national educational policies intrude into their classrooms. Teachers are told "Decisions have been made. Here is the curriculum. Teach it."

Students are told "This is a school. You are a student. Here is the subject. Learn it. And never mind why." As teachers we are very concerned with students' preferences. Not because we try to cater to them but because students are perfectly willing and quite capable of

effectively letting us know what they think about what and how they are being taught.

While students' cries of "*Yada*!" (Dislike!) "*Mendokusai*!" (It's too much trouble!) may not seem very sophisticated comments on the national educational policy for English education, they do have have a certain undeniable honesty. Thus, the chalkface is the point where educational policy and the personal preferences of both teachers and students converge.

Can teachers motivate students? Can you think of anyone who can make you like the subjects you dislike? Will my wife ever make me like vacuuming? There is a good reason for asking this question: Isn't it expecting too much when teachers are told to "Make the class interesting so that the students will be *motivated*." or "Your class wasn't very good because you didn't make the students *like* English."

As it stands now, many teachers handle the issue of unmotivated students by letting them be. But at the same time, teachers tend to blame either themselves for not doing their best or the "system" for asking the impossible. There may be times when the best we can do is to simply accept the situation as we find it.

For teachers, failure to adapt to the real world of the classroom often results in tragic disappointment followed by either a career change or "retiring on the job" i.e. career burnout. Teacher burnout is often a caused when overly idealistic expectations meet reality in an environment where the individual is powerless. By accepting the fact that while we can *encourage* our students we can neither *motivate* them (that comes from within) nor *control* the curriculum we are required to teach (that comes from above), we can perhaps learn to take ourselves a bit less seriously sometimes. We can develop outside interests such as *ikebana*—the art of traditional Japanese flower arrangement, *kendo*—a traditional Japanese martial art, jogging or whatever in order to maintain our own sense of perspective and humor. Students come and go but we will be at the chalkface for many years. Our motivation to teach is as important as our students' motivation to learn—in the long run.

Summary in Japanese 教師はスーパマンか

- 文部省は関心を示さないが、外国語教育では動機づけが重要だ。
- 今の制度では教師の力だけで生徒をやる気にさせるのは難しい。
- 教師は落ち込むことなく気分転換し、自らを動機づけること。

外国語としての英語教育の分野で動機づけは大切な要素だが、見すごされがちである。学生時代、たとえ授業はつまらなくとも勉強したい科目があったはずだ。

残念ながら文部省は動機づけにあまり関心をはらわない。国の教育政策に携わる役人の方々はもっと大きな問題、たとえば「指導要領」や「ALTの役割」というようなことに目を向けなければならないからだ。

当然、現場の先生方もこの問題にはそれぞれ意見をもっている。しかし文部省のやり方に反して自分たちの考え通りの授業をすることはできない。現場の教師は指導要領のとおり教えなければならないからだ。

一方生徒たちは、「学校は勉強する所だ。いまさら何のために勉強するかなどとバカなことは考えるな」と言われる。それでも教師は生徒のやる気に関心をはらわなければならない。生徒たちは、教材や授業の進め方の良し悪しについて極めて的確な評価をしてくれるからである。

実際、生徒たちをやる気にするのは難しい。大多数の教師はこの問題にふれずに過ごそうとする。中には自責の念にかられたり、制度を批判したりする者もいるが、彼らもそのうちあきらめて長いものに巻かれてしまう。

教室でうまくいかないと、絶望して退職してしまう先生もいる。今の教育制度では自分一人の手でどうにもならない現実を受け入れ、趣味などで気分転換をすれば授業への展望も開けるだろう。長い目で見れば、教師自身のやる気は、生徒のやる気と同じくらい重要なものだ。

16 Teachers Dislike Being Judged by Colleagues

Teachers throughout the world tend to dislike being observed when they are teaching. This is certainly true of native-speakers of English being observed by, for example, other native speakers in the role of teacher-trainers or educational supervisors. It is probably true regardless of subject; history teachers probably dislike being observed just as much as English teachers do.

Thus it comes as no surprise that many Japanese teachers of English (JTEs) are less than happy when they are informed that they will have to work with an Assistant Language Teacher (ALT) in accordance with the Education Ministry's newly decreed policy of emphasizing "communicative" English in the nation's schools.

One aspect of the ALT-JTE world that is frequently overlooked in the educational media is the nature of the personal relationship—or lack of it—that develops between these often very different teachers. When JTEs and ALTs actually meet in person, fear of being judged may well be the biggest—though unacknowledged—problem.

Discussions and articles about the JTE-ALT interface are often couched in terms that may reflect a stereotypical approach to working with a teacher from another culture. That is, culture, rather than personality, frequently becomes the issue. It is important to separated issues of personality from issues of culture when faced with situations of potential misunderstanding or conflict.

Repeating cliches such as "Japanese students are shy," or "Foreign teachers are not real teachers and need help with housing and other personal problems that are not the school's concern." is to treat Japanese students or foreign teachers, to name two obvious examples, as something less than complete human beings.

Fear of being judged can be expressed more or less directly: "Our students are not very good at English" could well mean just that, but it could also mean "I hope you will not criticize me or the students." The answers—verbal or otherwise—to a few carefully worded questions along the lines of "How can you tell 'good' students from 'bad' students?" or "During this class, what would make you feel that the students were learning?" might give you some valuable clues as to

what that teacher's criterion for judging the class and the teacher's abilities are.

Fear of being judged unfavorably can also express itself indirectly, for example by simple laziness or resistance to change or both. Simple laziness comes in a variety of forms. The most common is the avoidance of responsibilities that should be mutually shared. Where good will exists, this is not a problem. Teachers consult with each other and arrange their lessons and *modus operandi* by mutual agreement ahead of time.

Essentially, they negotiate the process of teaching and the outcome for the class. Yet it is possible to merely give the appearance of broad-minded generosity: A reply to the question "What should I teach?" along the lines of "Anything you like." can be a cop-out.

If the class goes well, the appearance of generosity is complete; if it flops, "It wasn't my fault." is the traditional comeback. Resistance to change is typically indicated by comments such as "That's the way we've always done it before." in a way that clearly implies "And that's the way we'll do it now!"

In any teaching situation, the fear of being *judged* is both real and powerful. If the opportunity to team-teach is regarded as a chance to collaborate professionally, to learn from each other, to demonstrate to the students that Japanese and foreigners really can communicate, the whole idea of judgement or invasion will be forgotten.

In order to do this however, it is useful to see past common stereotypes and treat each person according to his or her own unique personality, interests and emotions.

Summary in Japanese 教師は評価されるのが大嫌い

- ティームティーチングでは互いの評価が最大の関心事になる。
- 評価される不安感から日本人教師が言い訳をすることがある。
- 不安感は責任回避や新しいやり方への反感にもつながる。

洋の東西を問わず，教師は自分の授業を他人に見られるのが嫌なようだ。これは英語教師に限ったことではない。ALT（外国語指導助手）制度が導入された時も，日本人英語教師は憂鬱な気分だったにちがいない。

ティームティーチングでは，性格も考え方もちがう2人の教師が人間関係をどう築くかが重要な鍵となる。とりわけお互いが相手にどう評価されているかが最大の関心事になってくる。

自分の力量が判断される不安から，「うちの生徒は英語が苦手だ」（暗に「私や生徒を責めないで！」とほのめかしている）と言いわけすることもある。そんな時は，「得意な生徒と苦手な生徒はどう区別するのか」とか「授業中，生徒が力をつけていると実感するのはどんな時か」などと切り返すと，その教師の指導力が見えてくる。

言葉に出さないまでも，自分が低く評価されるのではないかという不安は，やる気のない態度や新しいやり方への反発となって現れる。

顕著な例は，責任を回避するケースだ。教師どうしが話し合って授業の準備をすべきところを，「君の好きなようにどうぞ」と寛容なふりをして任せてしまう。こうしておけば失敗しても自分には責任はないというわけだ。

「今までの授業ではいつもこうやってきた」という言い方も，新しいことを拒む姿勢の現れである。

いずれにせよ，日本人教師も外国人教師も，「評価される」という意識を捨てて，同じ教室で互いに学び合おうと心がけてはどうだろうか。

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17 Some Tips on How to Judge an English Speech Contest

Judging speech contests is one of those tasks which English teachers are occasionally asked to perform. Unfortunately, nobody tells us how to be judges. So today, I'll attempt to give a "crash course" on what I've learned the hard way.

Dress formally: It is important to look like a judge. After all, you can be sure that the contestants have done their best to be presentable. This is only fair.

Arrive early: The fact is, organizers tend to wait until the last minute to explain just what is going on—if then. Check seating arrangements; judging forms; meet the other judges, if any; and find out just what criteria you are expected to use in reaching a decision. Of course such contests are somewhat impressionistic and subjective; it comes with the territory.

Try to get a reading between the lines on your actual role. You may be a "show" judge, just a decoration. You may just be expected to sit back and enjoy the event. On the other hand, you may have to work very hard.

Pick the winners: A judge's main objective is to identify the prizewinners. If there are 20 speakers and five prizes, concentrate on picking the top five. You will probably be under great pressure to come up with a decision while the contestants and the audience are waiting. Don't waste time in the committee room on the no-hopers.

If you are not the only judge, expect disagreement. Careful note-taking can help you make your point but you will have to decide for yourself just how hard you want to push during negotiations.

Understand the judging sheet: If you are given some sort of "digital" judging sheet, e.g. "Pronunciation" 10 points, you might make it analogue by breaking the 10 points into A=10, B=8, C=6, D=4 and E=2 points etc. Since most judging sheets will have a number of criteria: e.g. 50 points total for pronunciation, intonation, clarity, pitch, rhythm, eye contact, gestures, topic idea and overall impression, to use a real example from a recent contest I judged, it gets confusing fast. Making a worksheet which assigns letter grades to these criteria lets you sort candidates out quickly and accurately. It's much easier to

compare contestants by letter grades than to try and remember if you gave a 12 or a 13 to the girl who came after the one who talked about her homestay in Moose Jaw.

Another quick way to sort them out quickly is to use "contrastive sorting." Take your judging sheets and lay them out by "best speaker-worst speaker, next best-next worst" etc. This will give you a rank-ordered list which you can easily number.

Be prepared for unusual demands: Beware, one university wanted written reports on all 20 contestants, from myself and the other native-speaker of English judge, in 10 minutes! Not only did we have to agree on every contestant (which we didn't) but we had to give the contestants the university's (very badly designed) judging sheets and our (we thought private) comments while the ink was still wet! Since that fiasco, I've always used criteria that I could record quickly, explain simply and defend on the spot.

You may have to make a speech yourself: Have some general remarks ready and tailor them to the event. They should be very general and upbeat.

Practice Japanese "stage etiquette": You may be expected to present the prizes. Use two hands to give or receive the certificates or trophies; the contestants bow first, then the judges. Be sure your jacket is buttoned up. Basic stuff.

When the job is done: Leave quickly. The winners will want to celebrate. The good losers will want to be alone. And the sore losers (or their mothers) may well want to have a word or two with you.

Note: I've judged a lot of speech contests since this column came out. Looking back, the two main points that stand out now are (1) find out if your notes will be public or private and then make them accordingly and (2) just accept the fact that the other judges might disagree with you—totally. One judge may give points for what she considers "appropriate facial expressions and body language" while another judge will be taking points off for "not being serious" e.g. looking to the front, body stiff and formal, face a rigid mask.

It's worth noting that not every "speech contest" is in fact a speech contest. There are "recitation" contests, "English speaking" contests and of course, basic speech contests. Confused? I was too.

A **recitation contest** *is usually held in middle school. By definition, the students did not write the piece they are to recite. Popular stories including "The Little Prince," "The Three Little Pigs," and so on are popular. The main points of judging here are performative. Did she huff and puff? Did she use different voices in a multi-character story? Did she indicate by expression and postural shifts, who was talking? Were her gestures appropriate? The idea here is to encourage students to break away from rigid formal facial and body expressions, to get them to use varying stresses, rhythms and intonations. Good recitations are similar to good children's tapes. And in fact, that is exactly what many of the young students are imitating.*

English speaking *contests, that is a contest where anyone can do anything and in any number too, are really tough to judge. They are often English "free-for alls"and you may have to compare several recitations, group skits of varying numbers of members and just about anything or anyone who comes up on stage. It really can be an apples and oranges type situation but just make the best of it.*

Speech contests *are formal expostulations of ideas or views, and ideally, are written by the speaker. Their formal nature makes many of the presentation techniques that will win a recitation contest inappropriate. As with the recitation, there should be a close connection between the material and the style of presentation as each point in articulated. Speeches may have been re-written or heavily edited by teachers or native-speakers.*

In terms of judging, as long as a judge applies the right rules to the right contest, *it is a fairly simple assess and compare exercise . What can be a real shame for students who have practiced long and hard for their event is a judge who through ignorance, laziness or sheer "bloody-mindedness" misapplies the concepts. For example, misjudging a middle school recitation contest with its emphasis on character performance by marking down students for not being formal: In effect demanding that the student tells say, the story of the Three Little Pigs in a hortative tone appropriate for the "Gettysburg Address." Over time, this kind of sloppy judging can damage the prestige of a contest; especially if students who are marked down go on to win prizes using the same speech at other contests. As with good teaching, good judging seeks to encourage as well as to grade.*

Summary in Japanese スピーチ・コンテスト審査の10カ条

- スピーチ・コンテストの審査では準備周到，礼儀正しく。
- 決められた人数の入賞者の選出に集中し，メモをつけておく。
- 審査用紙の中身を把握し，要領よく順位をつける。

外国人英語教師はスピーチ・コンテストの審査をよく頼まれる。私が苦労してマスターした審査の仕方を紹介しよう。

・身だしなみをきちんとすること：参加者に対する礼儀である。
・早めに会場に行くこと：席の配置や審査用紙の確認，他の審査員との顔合わせ，審査基準の確認など，あらかじめすませておく。
・自分の役割を雰囲気からくみ取ること："飾り"の審査員の場合はコンテストを楽しめばよいが，本物の場合は真面目に審査する。
・入賞者の選出に集中すること：審査結果を出す時間は短いので，例えば賞が5つ用意されていれば上位5人に注目すればよい。
・メモをとっておくこと：他の審査員と意見が合わない場合，自分の論点をはっきりさせるのにメモが役に立つ。
・審査用紙の中身をきちんと把握すること：細かい審査項目や配点は混乱の元なので点数をA～Eに置き換えて審査するとよい。
・簡単に順位をつける工夫をすること：一番よかった人と一番できが悪かった人，次に二番目に…と言うふうに並べる方法もある。
・思いがけない審査依頼に対して心の準備をしておくこと：急に頼まれるコメントやスピーチに備えて話題を用意しておく。
・日本流のステージ・マナーを身につけておくこと。
・仕事が終わったらさっさと帰ること：入賞者も落選者もその親たちも，審査員と一言話そうと手ぐすねをひいて待っている……

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18 How to Pick "Teachable" Textbooks

Another year has just ended. I've just handed in grades on nearly a thousand students and believe me the last thing I want to think about is next term! I'd prefer a little peace and quiet, far, far away from the classroom, the teachers' room and especially the office.

If I'm safe, I won't hear someone say "Bay-sensei, 'Which text books will you be using next year?'"

How do I go about selecting a book or a series which includes tapes, texts and perhaps videos as well? To tell the truth, I used to just take a book and flip through it. If nothing struck my fancy, I'd take another one. And so on. Not very scientific, I admit. I wondered, 'Is there a better way?'

I realized that I was actually looking for books that were "teachable." That is, I looked for books with exercises etc. that would "work" in class.

Later I saw that "teachability" was a perfectly good criteria. But I was thinking about it too soon. The "Big 4" language skills, reading, writing, speaking and listening, were the logical place to start. I identified the skill, or combination of skills which I would use in my class. Then I went for level. Most classes can be broadly divided in elementary, intermediate and advanced. The "fine tuning" for level is more accomplished by varying the way the text is taught than by selecting the text.

By starting with an analysis of what was required in the class, I began to have a clearer idea of what I was looking for when I went text book shopping.

It became obvious that one of the main causes of my confusion was the way books are displayed. ELT (English Language Teaching) books are generally arranged by publisher not by skill type or function. So there is usually no "listening" text area for example. After I

realized that I would have to check each publisher's area to find out what they offered, I could get more systematic in my search.

I open all the books that I "short list" up to the "Table of Contents." I check the numbers. How many lessons? How many hours should the book take to finish? 50 ? 100? Is it a "split" version? ie a lager text book split into parts for classes that meet less frequently? Look for terms like *Student's Book 1A, 1B* for example. Does it match my situation? Can I adapt my class or the book to make it work? Are tapes required? Does my school have an reasonable audio system or do I have to lug a heavy tape player from floor to floor six times a day?

The last point I considered was content. Is the book intended for use in Japan or is it an ESL (English as a Second Language) text being sold in an EFL (English as a Foreign Language) market? Does it matter? Well, an ESL book might have lessons more suitable for migrants to Australia than for Japanese visiting abroad. Is the subject matter appropriate for the class?

Finally, I look very carefully at the illustrations, art work and photos. The students and the office staff cannot really judge the educational or linguistic content of the text. As a teacher, I will *read* the book carefully. But they may just *look* at the book. I have found that ELT texts that had perfectly good linguistic and educational content were sometimes unpopular—and rejected—if they were visually unappealing.

Nowadays, I try to be more systematic in selecting ELT texts for Japanese classrooms and I realize that I have to try to balance the language level, subject matter and the visuals in order to be reasonably successful.

Note: In every Japanese school I ever taught in, the teachers moved from class to class every hour. The students stayed put all day, every day with the exception of gym, home economics, art and some science classes.

Summary in Japanese 「教えやすい」テキストの選び方

- ●教えやすいテキストを探すにはまず自分の授業を分析する。
- ●その後、本屋に行き、目次で教材の量や難易度などを調べる。
- ●次に教材の内容、視覚的アピール度などもチェックする。

3学期が終わると次年度のテキスト選ぶことにしている。練習問題などが実際に教室で使えるものを探すのである。

テキストの選択にあたっては「教えやすさ」がポイントになる。その前にまず言語の4技能（読む、書く、話す、聞く）について授業でどのように扱うかを確認する。また難易度についてはクラスを上級、中級、初級の3段階に分け、細かいレベルの差は教え方で調整することにする。

このような分析をすると、自分がどんなテキストを求めているのかが分かってくる。この段階で本屋に出向くのである。

本屋ではあらかじめリストアップしておいたテキストの「目次」を見る。まず量と質のチェック。レッスン数、必要な授業数、自分に合うか、生徒は使いこなせるかなど。テープが必要かも調べる。

次に内容を調べる。日本人向けに編成されたテキストかどうかチェックする。ESL（English as a Second Language）テキストなのにEFL（English as a Foreign Language）市場で売られていることがよくあるからだ。ESLテキストはたいてい海外居住者向けに書かれている。

最後に、イラスト、デザイン、写真なども念入りに見る。視覚的にアピールしないと生徒や事務職員に受け入れられないからである。

かくして私は、言語材料のレベル、内容、視覚的効果の3点から、バランスのとれたテキストを選ぶことにしている。

19 Avoiding Burnout: Finding New Ways to Teach the Same Old Stuff

One of the things I like about being a teacher is the constant challenge of learning to do the same things in new ways. I need to keep changing the way I look at things because shifting my point of view keeps teaching fresh.

However, when I began in English as a Foreign Language (EFL) I had no direction: While I could speak English, I really couldn't teach effectively. I can say that now because over the past few years I have made an effort to learn about teaching EFL. How? Three ways: reading books and articles about EFL, taking courses in the field, and attending professional meetings and conferences.

Interestingly enough, I began to notice that there was more to teaching EFL than just learning about how to teach. I found that a knowledge of other subject areas such as second language acquisition (SLA), orthography, sound systems, anthropology, group dynamics and peace education to name a few was often very helpful too.

In a class on sound systems given by Dr. Yasushi Sekiya, we were given this simple example that compares the stress-timed nature of English with syllable-timed Japanese:

—Dogs eat bones.

—The dogs eat the bones.

—The dogs are eating the bones.

These have three, five and seven syllables respectively.

When I put this example on the board and ask my Japanese students which one takes the longest to say, most students pick number three because in Japanese syllables tend to be equally stressed (syllable-timed). So a longer sentence must take longer to say. In English, however, all three sentences can be read in the same amount of time. To do this, some syllables are reduced, some are fully enunciated. It depends on the sentence. It's easy to demonstrate this with a metronome.

By itself, "dogs eat bones" is hardly the stuff it takes to grab the undivided attention of a class of high school girls. But when I took this bit of knowledge, played some of their favorite pop songs, and showed how they could figure out the bits they didn't understand

because of the way native speakers of English lengthen or shorten syllables to fit them into the available time, they got very interested.

They began to see that what they felt was a failure to understand the song was actually an inability to hear the unstressed syllables. From SLA, we learn that many Japanese students actually cannot hear unstressed syllables. That was the "what."

Now my job in the classroom was to teach the "how" of picking out the unstressed bits. So I shifted my focus from just playing the song many times until they finally "got it," a good method, but not the only one, to teaching them a process that they could use to *systematically* listen to songs.

I began to see that I didn't need to be an expert in any of these formal areas. My professional training gave me an understanding of principles that let me come up with a new way of analyzing a classroom situation. Professional reading, formal study and discussion with colleagues help me learn how to teach (self-development).

In this case, I learned that Japanese students have to be taught that unstressed syllables exist (knowledge), then how to pick them out (skill), then be given opportunities to do so (practice). Naturally, this resulted in me using entirely new lesson plans (classroom practice), and the students supplied the songs they wanted to hear (a motivation factor).

In the end, the students will probably be saying the same things in the same way but I will have new ways of presenting the materials. Ways that are fun to teach and learn and yet keep teaching fresh for me. After all, the students get the knowledge, skill and practice once, but I may have to repeat it dozens of times, class by class, year by year, with new faces every time.

Summary in Japanese あの手この手で

- 英語教授法や他分野の知識も生かし，新鮮な授業にしよう。
- 日本人には，強く発音されない音節がよく聞き取れない。
- 聞く力をつけるには音楽テープを活用した聞き取り練習を。

教師という仕事は，たえず色々な教授法にチャレンジできる。そのためには常日頃から英語教育関係の文献を読み，研修会や研究大会に参加して勉強すること。とりわけ応用言語学，音声学，文化人類学といった分野の知識が役に立つ。

日本語は全音節が同じ強さと長さで発音される。一方，英語は強く発音される音節は長くなる。逆に，弱く発音されるある音節は短くあいまいに発音され，日本人には聞き取りにくくなる。

ではどうやって，弱く速く発音される語を生徒たちに聞き取らせるのか。まず，生徒の好きそうなポップソングを繰り返し流し，音を聞き取る練習をさせる。生徒たちが関心を示したところで，歌の中身を考えながら聞き取らせる。

このような実践をする場合は，生徒の状況を分析する目を持ち，教わった理論をもとに，自ら工夫・研究し，いろいろな教師と意見交換するとよい。

授業においては，まず知識を与え（英語には弱く速く発音される音節があること），次に音を聞き取る技術を教えて（聞きづらい音節をどう聞き取るか），それから練習する時間を与えればよい。

結局，今までとは違ったティーチング・プランを作成することになり，生徒は自分たちが聞きたい曲のテープを用意してくれた。教師にとって，新しい教え方を発見したことになる。

教えるのも教わるのも楽しい授業――それは教師を新鮮な気分にさせてくれる。

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Part 3

TESOL: McJob or Profession?

本物の英語教師になるために

20 Qualified Teachers Will Survive Inevitable Slumps

It is pretty obvious that the Japanese economy, like that of the world in general, is slowing down. Predictably this is having a negative effect on the ELT (English Language Teaching) business in Japan. Complaints about lay-offs, non-renewed contracts and ELT companies that suddenly fold are rising. There has always been a stereotype of ELT as a field where the unqualified native speakers of English and some European languages could escape domestic unemployment but it should be apparent that the 'good old days' will soon be over—at least in the big cities.

The schools that take ELT seriously, hired qualified teachers, had a proper curriculum, took pride in what they were doing and treated both students and teachers fairly will survive. The 'soap bubbles' (schools that looked pretty but disappeared in an eye blink) are taking the big hits so far. It will soon be obvious that hiring qualified English teachers and treating them well makes a positive difference to the bottom line. This means that even as unemployment rises among the unqualified, teachers with formal training in English as a foreign language (EFL) will be in demand.

Among the various options available in EFL training are certificates and master's degrees offered by colleges and universities; non-university qualifications offered through the British Council and non-credit courses that will give specific information on a particular teaching method or related topic.

The master's degrees take a serious commitment in time, two or three years, and money, probably a million yen a year. If you are a foreigner, your visa has to be in order too. If you are not sure you like ELT enough to warrant such a commitment, consider taking a short course first, if you still like the subject, go ahead and apply for a master's.

Although some people may feel that these courses are mostly for foreigners, the fact is that most of the students signing up for the various master's programs offered in Japan, seem to be Japanese. Moreover, it seems that the majority of these Japanese participants are in fact qualified, currently employed, English teachers. Teachers, whether Japanese or foreign who are looking to upgrade their qualifications or improve their knowledge of the ELT profession, would do well to consider studying in the unique professional environment afforded by the various programs available in Japan.

As the ELT industry slumps along with the Japanese economy, qualified teachers will find themselves in demand as the 'soap bubbles' burst and well run establishments are forced to continue to upgrade the quality of their courses, administration and instruction.

Note: By 1997 things were slowly picking up again. However the perception that anyone can teach English in Japan lingers abroad—even though the reality of the market has changed completely. Teachers salaries or hourly wages are significantly lower now, a drastically humbled yen abroad, rising domestic prices and higher local taxes make Japan a less desirable place to work in any case.

Summary in Japanese

資格があれば不況も乗り切れる

- 不況にともない英語学校や英語教師にとっては厳しい時代に。
- 日本においても修士号や資格のとれる教師研修コースは数多くある。
- 英語教育産業不況の中でも，資格をもつ教師への求人は多い。

日本経済の低迷に伴い，英語学校の倒産や英語教師の一時解雇なども耳にするようになった。

そんな中で，英語教育に真剣に取り組み，資格のある教師を雇い，適切なカリキュラムを組み，生徒や教師を大切にしてきた学校は存続している。だから，英語教育の資格をもった教師に対する需要はこれからも減ることはないだろう。

英語教師として訓練を受けるにはいろいろなプログラムがある。

大学院で修士号，大学やブリティッシュ・カウンシルでは資格証明書が取得できる。特定の教授法に関する研修コースもある。

修士号は2，3年，しかも1年間に100万円くらいかかるし，ビザの問題もあるので，自信のない場合は短期研修コースを試し，もし英語教育に興味を持てば，それから修士課程に挑戦すればよいだろう。

これらの英語教師研修コースは外国人向けと思う人がいるが，受講者はほとんど日本人である。しかもその大多数は教員免許をもつ現役英語教師だ。日本人，外国人を問わず，より高い資格を目さして専門知識を増やそうとする英語教師は，さまざまなコースを利用して独自の専門分野を究めるのがよいだろう。

英語教育産業が不況でも，資格のある教師への求人は多い。存続する英語学校もますます教育内容を充実させていくはずである。

21 Fake Degrees: The Time Bomb in the Con Artist's Resume

Fake university degrees have always been part of the dark side of the professional and academic world. In the field of teaching English as a foreign language (TEFL) in Japan, there are some who claim false academic or professional qualifications in order to obtain well paid teaching or administrative positions in commercial language schools, regular schools or tertiary institutions.

It is a given of the teaching profession, in most of the world including Japan, that teachers be university graduates or have received teacher training. The field of TEFL, throughout Asia, not just Japan, has often been an exception. One reason for this is the fact that until recently, there were more teaching jobs than there were people willing to fill them and so there was little incentive for Japanese employers to check out prospective teachers' qualifications. Another reason is that until the development of professional courses in the teaching of EFL, there was little relationship between simply having a university degree and being an EFL teacher.

Fake degrees are reprehensible for two reasons: The students have a right to be taught by qualified teachers. Those who lie about their backgrounds are being employed under false pretenses, and have from the first day to the last day of their employment been "living a lie."

There are two main ways to fake a degree. The easiest way is to simply claim graduation, by adding it to a resume for example. This has been compared with putting a "time-bomb" in one's resume. The other is to actually forge a legal document. The fact that the Immigration department demands copies of degree certificates creates a demand for fake certificates, often obtained from printers in Seoul or Bangkok or even the convienence store colour copier. This leads to traffic in actual fake certificates, and colour photocopies of other peoples' degrees with the original name whited out and a new one inserted.

The heavy reliance on the "personal introduction system" in Japan means that a person is often likely to be recommended for a position, even at a university, on the basis of a personal relationship with some-

one with an "in" at that institution. Given the personal nature of such relationships, it is unlikely that verbal claims for a degree will be checked.

There have been cases where degree frauds have been exposed, much to the embarrassment of both the institution and the person who made the introduction. Ironically, having a fake degree can lead to a promotion. Far from being a good thing for the con, it may well put him or her in contact with professionals who are genuinely qualified. Not having done the academic work, the readings, the examinations the con just "doesn't make sense" when talking over a curriculum problem or whatever. From there, it's only a matter of time before the sudden departure of a school's director or a head teacher, to "take care of a sick mother." Most institutions do everything they can to cover up such scandals once they come to light because the damage the prestige and reputation of the school.

Many institutions now require their new teachers to submit documents—such as original transcripts issued directly by the institution graduation is claimed from—before their positions are confirmed. Others simply pick up the phone or fax the institution. Most universities consider the names, dates of attendance and degrees awarded (if any)— but not the student's grades—to be public information. They are quite willing to confirm these facts over the phone.

The phone or fax numbers and probably the email addresses of foreign universities can usually be obtained from the embassy of the country it is in.Try the education officer or the librarian. Considering the damage a fake degree scandal do to an educational institution, the price of a phone call or fax is cheap insurance indeed.

As there have been several such frauds at large Japanese teaching institutions, the better ones are beginning introduce new procedures for vetting their existing staff and their new-hires. This trend will likely accelerate as the economy continues to deteriorate and TEFL employers try to upgrade the quality of their existing staff while looking for ways of getting rid of undesirable staffers. Since lying to obtain a position is usually considered sufficient grounds for instant dismissal, appeals from former employees caught red-faced tend to fall on the deaf ears of both government and union officials. It's a cheap way to get rid of redundant staff too. As the famous educationalist Dr. John Bear says: If your're up for degree fraud, you better hope your lawyer's qualifications are real!

Another form of fraud is to exaggerate positions held. Thus someone with say, two part-time jobs at the same college or university who goes around billing himself as a "full-time" ie "tenured" professor is looking for trouble. This is more than "gilding the lily."

It is inevitable that as more qualified teachers enter the market place in Japan, and as Japanese employers become more skillful at identifying and hiring suitable teachers, degree-fakers and con artists will find themselves in a difficult situation.

Note: I am indebted to Dr. Edward A. Jones of the United Nations University for his input on this topic.

There is some genuine confusion regarding the terms full-time, part-time etc. because of the way Japanese employment practices work. While the following employment status permutations make sense abroad, they are not used in Japan. Thus in Canada and many other countries for example one could be: full-time non-permanent, part-time non-permanent, full-time permanent or part-time permanent. In Japan status seems to be limited to either "part-time" (usually called "adjunct" in academia) or "full-time." This leads to confusion abroad as a foreign teacher is rarely ever "full-time" ie permanent or tenured. So after teaching for 25 years at the same institution, retiring and collecting a full pension, the departing foreign teacher is likely to be given documents describing his or her employment as "part-time" to the complete mystification of education and pension officials in the person's home country.

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Summary in Japanese ニセ学歴撃退法

- 英語教師になるため，大卒，教員資格取得者と偽る者多し。
- 偽造履歴書・証明書など，学歴詐称がばれたら即刻解雇に。
- 今は学校側もチェックを徹底し，教師のレベルアップに躍起。

世界中ほとんどの国で，教師になるには大学卒か教員養成コース修了の資格が必要だ。しかし英語教育の分野では，非人数が多いことや専門コースが整備されていなかったことから，学歴を詐称する者があとを絶たない。

学歴を詐称するには2つのやり方がある。簡単なのは自分の履歴書に大学卒と勝手に書き込む方法。さらに，印刷業者が偽造したニセ学位取得証明書を使ったり，他人の証明書の名前を書き変えたりする手口もある。

日本ではコネが重視されるため，紹介者がいれば履歴書を疑われることはない。そのかわり学歴詐称がバレた時，紹介者も雇用側も気まずい思いをする。ほとんどの学校では，スキャンダルが表沙汰になって評判を落とさないよう内密に処分する。

現在多くの学校で実施しているのは，正式採用を決める前に大学が直接発行する成績証明書を提出させるやり方である。大学は電話・FAX・郵便での問い合わせに，気軽に応じてくれるはずだ。

良心的な教育機関の中には，すでに契約しているスタッフも綿密にチェックする動きがある。雇用者側は，現在働いている教師陣の質の向上を図りながら，望ましくない人物を解雇するつもりだ。日本経済が不況のため，この傾向は強まることが予想される。

今後，資格を持たない教師は，ますます窮地に追い込まれるだろう。

22 Think of Getting an MA-TESOL as a Start

After more than ten years of teaching English as a Foreign Language (TEFL) the day finally came when I decided to become a certified professional. I enrolled in the Teachers College-Columbia University (popularly known as "TC") Master of Arts in the Teaching of English to Speakers of Other Languages (MA-TESOL). There are a number of excellent Master's programs around; I happened to select this particular one.

It took nearly three years of very hard work and I just finished the final class last week. Although there are two three-hour exams to go before I officially graduate, I have a few reflections:

Within a few weeks of enrolling I was disappointed, disillusioned. In hindsight, I see that I had arrived expecting TC to show me how to teach. "Skip the theory, show me how to do it!" I demanded. I wanted techniques! I wanted lesson plans! I wanted the "right" answers. Instead, I was given a wide choice of courses which, mostly depending on my particular selection, would give me a focus on teaching, peace education, applied linguistics or several other areas. It was up to me and I was forced to make choices.

Among the courses which most influenced me were "Classroom Observation," which gave me an opportunity to see what was going on in my classroom in a systematic way; "Autonomy in Language Learning," where I learned that teachers didn't have to control every action in the classroom, that creating opportunities for students to

grow was a real teaching option; and "Language and Culture," taught by TESOL qualified anthropologist Dr. Sonia Eagle, which gave me many insights on the relationship between language and culture from an anthropological viewpoint—and led me to see, among other things, that the main value of having native-speaker teachers in Japanese EFL classrooms was not so much as "human tape recorders" as cultural informants.

Perhaps the best summation of what is professional about being an EFL teacher comes from Professor John Fanselow, Director of the TC program. "Sometimes people come to TC expecting us to show them how to teach. If that was all that there was to know, we could run a course in five weeks. We could give them a technique a week and let them practice it. But what happens when they go back to their classrooms and, sooner or later, those techniques don't work? This is our starting point."

Had TC lived up to my expectations and just given me a lot of classroom techniques, I would have been satisfied in the short run. But I doubt if I would have had the skills to systematically observe my students and my teaching, and try new ideas in an organized way. I doubt if I would have had the courage to try new ideas in my classroom either.

Having an MA-TESOL won't make someone a good teacher, or a bad teacher *per se*. It simply means that the MA-TESOL holder has had an opportunity to read about what has gone on before, to be exposed to a variety of important subjects related to language teaching, to meet with other like-minded individuals, to have been forced to prepare papers and presentations which have to endure criticism, and to be given an opportunity to make that indefinable transition from "teaching English" to "being an English teacher."

As in medicine, law or the other professions, the ability to integrate the art and the science, the practice and the theory, to produce results of a high standard, is the mark of a professional. Now I have more questions than answers, and the tools to investigate them in my classroom-laboratory. Truly, teaching is learning.

Summary in Japanese

「英語を教える人」から「英語教師」へ

- TESOLの修士課程では教育理論や言語学を選択して学ぶ。
- 「授業観察」「言語習得」「言語と文化」といったコースは有益。
- 修士課程で学んだ理論を実践に生かしてこそ良い教師になれる。

英語教師になってはや十余年，ついにコロンビア大学ティーチャーズカレッジのTESOL（Teaching English to Speakers of Other Language）修士課程に入学した。

いざ入ってみると授業のテクニックは教えてくれない。学部長によれば，教室にもどって自らテクニックを磨くための理論を習得するのがこのコースの目的だという。そんなわけで，教授法や平和教育や応用言語学などの科目を選択した。

非常にためになったのが「授業観察」という科目で，授業を系統だてて分析する力がついた。「言語習得における自発性」という講座では，生徒が自ら成長するチャンスを与えるのが教育本来の姿だと学んだ。「言語と文化」では，外国人教師は異文化の担い手としての役割のほうがなにより大きいことを教えられた。

この修士課程を終えて，自分の授業を観察する意欲や，新しいアイデアを教室で試してみる勇気がもてるようになった。

TESOLの修士号を取ったからといって優秀な教師とは限らない。「英語教師」という資格を与えられたにすぎないからだ。

医学や法律などの専門職と同じく，技術と科学，実践と理論を統合してより高い成果を生むことが専門家の証しである。

今の私には分からないことのほうが多いが，それらを教室で解決する手だては身につけた。教えることはまさに学ぶことだと実感している。

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23 *Help! I just got an* eikaiwa *job! What do I do?*

The success of Japan's economic, political and grass-roots contacts with the rest of the world rests in large part on the ability of Japanese people to use English well. This is partly because English is the *de facto* world language. But it is also because the Japanese themselves have decided to make a commitment to learning and using English internationally. This in turn puts pressure on other countries to use English when dealing with Japan. Thus demand for the Teaching of English as a Foreign Language (TEFL) in Japan is permanent, found across all age groups and occupations, and profitable.

In fact, the last figure I saw on the size of the *eikaiwa* (English conversation) business in Japan, before the "bubble" burst, was $22 billion. While it has certainly declined from that peak, we can be sure that *eikaiwa* (English conversation) is a very important part of the Japanese economy. Eikaiwa also fills a vital gap that the formal educational system has so far been unable to plug—actually getting students to speak comprehensible English.

While it may be true that the Education Ministry is belatedly making much needed changes in the primary and secondary school curriculum, these changes will take at least a half-dozen years to affect the students who are already in the school system, and will never affect the many millions who have already graduated from high school. Moreover, the number of students is declining as the population ages.

Eikaiwa classes form the bulk of the English teaching industry—English for business, English conversation as a hobby, English for housewives and so on. One of the toughest ways to make a living in the world of TEFL is working one-on-one with individuals or small groups of private students. In contrast with the more traditional and

formal "stand up" forms of teaching found in secondary and tertiary institutions such as high schools, senmongakko and universities, small-group eikaiwa classes are usually taught sitting down. The contact between the teacher and the student is often intense. In some ways, the classes are often so informal as to be more like coffee shop meetings—which some are. But why not? In real life people meet in coffee shops!—or counselling sessions.

Because of the often informal (unschool-like) nature of *eikaiwa* classes, both teachers and students often have a hard time feeling that they are in a teaching-learning situation. As many *eikaiwa* teachers have little or no training as teachers, or even counselors, each teacher often finds himself or herself "reinventing the wheel." That is, each person has, through an often painful period of trial and error, to find things that seem to more or less work most of the time. They need to create their own bag of tricks—techniques and materials that have proven themselves.

Not every *eikaiwa* teacher will have the time, opportunity or interest to take a TEFL teacher-training course. In any case, few courses focus specifically on how to teach *eikaiwa*. Yet there are some things *eikaiwa* teachers can do to take some of the pain out of trial-and-error learning; ways of learning about how to teach on their own. The most obvious one is to read books about teaching. But many of these books are addressed to the "stand up" crowd. Another approach is to read about conversation. Conversation after all, is what *eikaiwa* is all about.

Two of the most useful books on conversation were written by the famous sociolinguist Dr. Deborah Tannen of Georgetown University. "You Just Don't Understand," a book about the "cultural" differences between the speech of men and women, is now a classic. Another book by Tannen is "That's Not What I Meant," in which she looks at social differences in speech in cases like boss-employee speech. These are not dull books by any means. Even if you never teach a day in your life, they can be immensely informative and can be found in most of the English-language books stores here.

Another useful book is "Teaching The Spoken Language," by Brown and Yule, (Cambridge University Press, 1983).

A completely different tack, but one that can yield good returns, is to read books on personal communication styles, sales talk and ways to approach negotiations. And finally, when watching movies or

listening to the radio or to others speaking, try to develop an "ear" for snatches of dialogue, an "eye" for conversational turns—what each person says in a dialogue. Just two or three turns will give enough material for a useful lesson based on "real" English.

By its very nature, *eikaiwa* will likely remain both vital to Japan's economy and its relations with the rest of the world and dependent upon largely self-taught"teachers," who are as much counselors as advisers as anything else. *Eikaiwa* teachers who take the time to learn about counselling, the nature of conversation and personal relations through self-study and observation will be more effective, better paid and, in the long run, happier.

Summary in Japanese プロへの道はキビシー！

- 日本では英語教育が重視され、英会話学校が公教育を補ってきた。
- 正式な訓練を受けていない英会話学校の教師は、試行錯誤を繰り返す。
- 教授法や会話一般、生きた教材については、独学で学ぶ必要がある。

日本では経済的にも政治的にも英語が中間語として重視されている。だから、英語学習熱は高い。英語教育産業は絶頂期を過ぎたものの、安定しており、公教育で敬遠されがちの英会話を補ってきた。

英会話のクラスは主にビジネス英語や主婦向けのコースで、個人レッスンや小人数グループレッスンが多い。教師は生徒と同じように椅子に座って授業をするのが普通だ。教える側と教えられる側の区別がつきにくく、この方が、かえって緊張感がある。

さらに、英会話学校の教師は語学教育の専門家としての訓練をほとんど受けていない。だから教材さがしや教授法の研究も試行錯誤のくり返しだ。

英語教育のトレーニングコースに参加するチャンスもゆとりもないし、英会話の教授法を教えてくれるコースはほとんどない。やる気のある教師は教授法を独学で学ばなければならない。

一番簡単な方法は、教授法について書かれた本や「会話」一般についての本を読んでみることだ。コミュニケーションのとり方、セールスの話術、交渉の進め方などについての本を読むのも勉強になる。生の英語に触れる機会があれば、会話の中から練習教材になる言い回しを聞き取るとよい。

今後も英会話が重要視されることに変わりはないだろう。独学で力をつけた教師には、良い待遇と充実した生活が待っている。

24 Demand Growing for Specialists in Language of Specific Fields

Like most professions, the field of Teaching English as a Foreign Language (TEFL) has specializations. Two of the more important fields are English for Special/Specific Purposes (ESP) and English for Academic Purposes (EAP).

ESP is a rapidly growing area. Hotels want their staffs trained in the English specific to hotels, hospitals want English for their own special uses etc. Teachers whose work combines their formal training and experience in their previous specialty—banking, restaurant management, secretarial skills, a field of engineering or technology to name just a few—with experience and training in the teaching English are ESP specialists.

There is really no formal way to start out in ESP. True, there are a few university courses in ESP but they are primarily for curriculum specialists rather than the professional teacher. Once a specialty has been selected, the main things to do are: Take jobs only in that field whenever possible until all work is exclusively in that specialty. Join any related professional groups and subscribe to their professional journals or magazines. In short, the goal is to have those in the marketplace identify the teacher as a specialist in teaching the English and related skills unique to that occupation.

This is just a personal impression, but ESP teachers seem to be better paid and probably happier. Once they've invested the time it takes to build up a reputation for expertise in a specialized area, their phones seem to ring more often. True, there are fewer jobs advertised in the paper—usually the Monday edition of the Japan Times—but it is generally the case that most of the teaching jobs advertised in the newspapers are entry-level positions. Reputations are built largely through personal contacts and maintained by performing quality services. Those who have been in Japan for some time tend to reach the happy point where they no longer read the ads in the paper but rely on personal introductions and recommendations that lead to the better jobs.

The picture isn't entirely rosy however, one area of ESP that has been getting a deservedly bad name is so-called "business English." In

response to the incredible demand for business English, more than a few language schools have been supplying entry-level teachers armed only with a "business-English" textbook and no business experience whatsoever to their clients. This situation will not last indefinitely as businesses become more discerning and sophisticated in their recruitment and selection of language schools.

Students going to tertiary institutions in the English-speaking world have to prepare themselves for a different language and a different culture—both social and academic. English for Academic Purposes (EAP) is the speciality of teaching students the skills they need to attend universities or colleges abroad. EAP involves teaching essay writing techniques, how to agree and disagree with classmates and professors in public and in front of others and related skills. It is an elite specialization within TEFL. In Japan, EAP is one of the most prestigious and best paying fields. Few language schools offer genuine EAP programs and those that are successful have high standards in teaching and teacher selection.

In the long run, teachers who specialize in ESP or EAP will likely have more stable and rewarding opportunities than entry-level generalists.

Note: Medical English, English for Aviation Purposes eg for pilots and air traffic controllers, Hotel and Restaurant English, English for Oilfield Engineers, you name it, if it is not already an established area of ESP, you can make it one. A background in the field plus TESOL training would be the usual preparation. After that, it's largely a matter of carefully shaping your resume by taking work in your specialization and building up a list of clients, contacts, publications and a reputation. There are several books available on ESP. It's worth reading up on Content-based ELT as well. So former nurses, cooks, computer salespersons to name but a few, with TESOL training and experience, are in a strong position to get into "niche" work. This can sometimes lead to consulting contracts as well. The possibilities are wide open.

Summary in Japanese 語学教師プラスアルファの威力

- ESPは職業の経験を活かして英語を教える分野である。
- ESPの専門家として認められれば求人も多く、待遇も良い。
- EAPは英語圏の大学入学に必要な技能を教える分野である。

英語教育にも様々な分野があるが、その中でESP（English for Special/Specific Purposes）とEAP（English for Academic Purposes）が重要視されている。

ESPとは職業に必要な専門用語の英語教育である。銀行員、秘書、エンジニアなど以前就いていた職業の経験を生かし、さらに英語教授法を身につけた人がESPの専門家だといえる。

ESPの教師になるのに正式な資格は必要ない。専門分野を決めたらその仕事に専念し、関係の集まりに顔を出し、その業界の出版物や雑誌に目を通す。つまり、英語教育の専門家であり、その業界にも精通していると認められることだ。一度認められれば、収入も良いし、口コミで求人の輪も広がっていく。

ただし最近は「ビジネス英語」のように、急増するニーズに応えようとビジネス経験のない教師を使って評判を落としているコースもある。

一方、英語圏の大学に留学する学生は、社会的にも専門的にも違った言語や文化に対する準備が必要だ。EAPは論文の書き方、教室での発言の仕方など、留学に必要な英語の技術を教える。日本ではEAPはきわめて権威が高く、給与も高い分野である。

結局、ESPやEAPの教師は普通の英語教師に比べ、地位も安定し待遇も良いようである。

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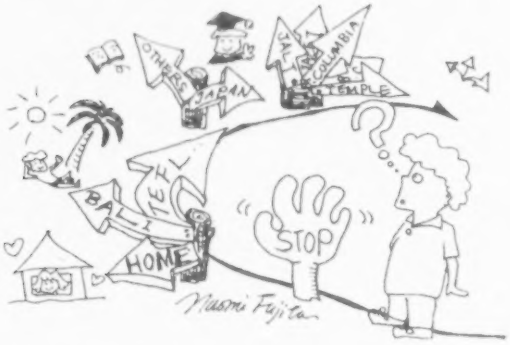
25 TESOL: Profession or Dead-end McJob? It's up to you!



Stop! Take a good look around you. Are you where you want to be in life? All of us find ourselves at different stages of development in both our personal and professional lives. Sometimes we need to take stock of our situations and see where we're coming from, where we are, and put some serious thought into what our future direction will be.

In the field of TEFL (Teaching English as a Foreign Language) there are of course many stages of development. TEFL can be a job or a profession. It can be a deadly dull way to earn a living. There are some teachers whose 'teaching philosophy' can be summed up this way : "My goal in this lesson is to kill the next hour as painlessly as possible, get paid and not get canned. "On the other hand, it can be a rewarding and interesting occupation—indeed a life-long and honorable profession.

TEFL isn't the kind of career that we grow up thinking about—being doctors, hockey players or doing what our parents do are more usual childhood aspirations. In fact, we have often been at the chalk-face for some time before we begin to realize that TEFL can be more than a mere job. One way to learn more about TEFL is to join the Japan Association for Language Teaching (JALT).There are some 3,600 members in 37 local chapters around Japan. Monthly meetings provide opportunities for friendship, networking for jobs, learning

about TEFL teaching methods and presenting your own tried and true ideas.

If you are interested in initial teacher training or do not want the commitment of doing a master's degree, the British Council offers a Certificate in the Teaching of English as a Foreign Language to Adults (CERT TEFLA). You do not need a degree to enroll. Part-time courses lasting 14 weeks are offered from March and September. Columbia University, Teachers College offers a Master of Arts (M.A.) in TESOL. Temple University Japan, with branches in Tokyo and Osaka offers both the Master of Education (M.Ed.) and Doctor of Education (Ed.D.). Both Columbia and Temple welcome Japanese applicants.

If you're not ready for long courses, there are a lot of other opportunities to learn about TEFL. The best presentation I have ever heard by a Japanese speaker of English was given by Yoko Matsuka who offers 2 and 4 day workshops in English pronunciation. There's much more but you get the idea.

There are many ways of thinking about professional development and life-long learning:. The 'instrumental' approach asks 'How much more money will I make if I get this qualification?' The 'self-development' point-of-view asks 'Will I be happier if I learn more about what I'm doing and learn to do it better for its own sake?' No doubt most of us are influenced by a mixture of factors. Most teachers would probably agree that, in the long run, the rewards of teaching are more intrinsic than financial.

Speaking for myself, I've found that while degrees don't of themselves make me a better teacher, I do enjoy teaching much more because I am beginning to understand what is going on in my classroom. I participate actively in my own self-development. For me, TEFL has gone from being just a job to being my profession. Where will you be ten years from now?

Summary in Japanese 英語教師は銭稼ぎの手段か

- 英語教師は生活費稼ぎにも，やり甲斐のある職業にもなる。
- 英語教師のためのさまざまな集まりや研修コースを活用しよう。
- 勉強し続けることは，とりもなおさず自己実現である。

英語教育が，単に生活費を稼ぐためだけの退屈な仕事なのか，あるいは誇りをもって一生続けるやりがいのある仕事なのかは，教師によって，また経験によって違ってくる。じっさい私が英語教育を単なる金儲けでないと気づき始めたのも，かなりの実践を積んでからだった。

英語教育についてもっと深く知りたい人はJALTという団体に入るとよい。全国に支部があるが，その月例会に出席すれば情報交換や教授法の勉強ができるし，自分の実践発表の場にもなる。基礎的訓練を受けたい人には，ブリティッシュ・カウンシルの成人相手の英語教育資格コースがある。修士号，博士号を取りたい人には，コロンビア大学ティーチャーズ・カレッジ，テンプル大学日本校などが講座を開いている。短期の英語発音講習会もある。

英語教育の専門家として力をつけ，生涯勉強を続けようとする人々の目的意識もいろいろだ。現実的にものごとを考える人は資格による給料アップを望むが，自己実現をめざす人は今の仕事の研究を通して力をつけ，満足感を得たいのだと思う。そして長い教師生活の中で，ほとんどの人が，お金ではない大切なものを得ることができたと気づくのではないだろうか。

私自身，資格を取っただけでは良い教師になれないとわかってきた。授業の実践を積んで初めて教える喜びが分かるようになったし，今では積極的に自己研修の場に顔を出している。どうやら私にとって英語教師とは，やり甲斐のある仕事になりつつあるようだ。

26 Attending Professional TESOL Conferences Helps End Isolation

Like most other professionals, teachers of English to speakers of other languages (TESOL) usually work alone most of the time. Whether we are native-speakers of English or Japanese teachers of English, being isolated from our colleagues for most of the day is part of the job that isn't in the job description. Of course, on a day-to-day basis, most of us enjoy our autonomy. Few teachers like to have their classrooms "invaded" by others and "team-teaching" situations are relatively rare.

There is a potential disadvantage to working alone for long periods of time. We may lose touch with what other teachers are doing. We may not learn about new ways of teaching or give ourselves the chance to find out what others are doing; we may miss out on learning things that we might be able to use in our own classrooms.

Many professions have recognized the dangers of isolation, indeed the loneliness of professionalism, and have responded to their members' needs by holding conferences, seminars and workshops. In TESOL, there are probably more than 100 international, national and regional conferences held each year.

Anyone can attend these conferences. There is no need to be formally qualified as a teacher. Conferences are often held at times convenient to teachers, in resort or vacation areas that allow teachers to combine their holiday with a chance to meet other professionals.

Most conferences are from one to three days long. There is no need to attend every day or every presentation. In fact, it's often not even possible! At the largest EFL convention in the world, TESOL, held in three major hotels in Atlanta, Ga., in April, more than 30,000 people attended the 2,000 presentations. The TESOL convention is held every spring and sites vary from year to year. TESOL '94, for example, was held in Baltimore Md..

For those with an interest in a particular country, attending a convention in that country allows them to "kill two birds with one stone." For example, TESOL in Moscow had a conference from September 23-27, 1994. .

The largest European conference is held by the International

Association of Teachers of English as a Foreign Languages. IATEFL has their convention in the spring. They can be contacted at 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, England, CT5 2DJ, UK.

Back in Asia, the Hong Kong government's Department of Education holds a conference every December through its' Institute of Language Education (ILE), 2 Hospital Road, Hong Kong.

There are many fields related to TESOL that have conferences as well: The American Association of International Educators meets in June. They can be contacted at NAFSA:AIE, 1875 Connecticut NW, Suite 1000, Washington, D.C., USA, 20009-5728.

The Association of Canadian Teachers in Japan has an annual conference. You can contact ACTJ c/o Setagaya Village, 8-1-1 Kitami, Setagayaku, Tokyo, 157, Japan. Email <japan@tesl.ca.or>, <http://www.tesl.ca/japan.>.And finally, there is our own Japan Association for Language Teaching (JALT) convention, held in October or November alternating between the Tokyo area one year and outside Tokyo the next. JALT Central Office, Urban Edge Bldg, 5F, 1-37-9 Taito, Taitoku, Tokyo, 110, Japan. Tel +81-3-3837-1630, fax +81-3-3837-1631.

Of course these are only some of the many opportunities available to TESOL teachers who want to meet new people, find out what others are doing in their classrooms, find a job or change jobs (many conferences offer venues for job seekers and potential employers to meet) and just unwind from their daily routines.

Attending a convention is simple: Write for the application, pay the fee and go. TESOL conventions are open to all and are a lot of fun.

Note: These particular conference dates are long past, but each of these organizations puts on a conference at more or less the same time each year. By knowing something about professional conferences, if only their names—ACTJ, IATEFL, JALT, TESOL etc.—you will be on the lookout for their announcements in professional journals, staff room bulletin boards etc. and you can start daydreaming about attending your first professional conference well ahead of time.

Summary in japanese

研究集会でリフレッシュしよう！

- セミナーや研究会は他人の実践から学ぶ絶好のチャンス
- 米国、欧州、アジア各地で開かれる英語教師の研究大会
- 研究集会の場は仲間づくり、職さがしなどにも役立つ

教師は1人で授業をするために、他人の実践を学ぶ機会が少ない。新しい教授法を知らずにいたり、授業で使えるアイデアを見落としたりしているかもしれない。教師が孤立しないためにも、研究会やセミナーが必要なのである。

研究集会には誰でも参加できる。時間も場所も休暇を利用して仲間との交流ができるよう工夫されている。集会はだいたい数日間続くが全日程参加しなくてもよい。以下有名な研究集会を紹介しよう。

- TESOL（Teachers of English to Speakers of Other Languages）の国際会議：毎年春に開催
- 各国主催のTESOL大会：行きたい国を主催国で選べばよい。
- 英語教育国際協会：毎年春にヨーロッパで開催
- 香港言語教育研究所主催の大会：毎年12月に開催
- 国際教育者協会。
- 日本カナダ教育学会（ACE）の年次大会：・
  事務局の住所は 東京都世田谷区喜多見8-1-1 世田谷ビレッジ
- 日本のJALT（Japan Association for Language Teaching）の大会：毎年秋に国内で開催　連絡先は☎ 03-3837-1630

以上はほんの一部にすぎないが、研究集会の場では新しい仲間に出会えたり、他の先生の実践に学べるだけでなく、就職先・転職先探しや気分転換にもなってこいである。上記の集会は毎年開かれており、英語教育雑誌や職員室の掲示板などに告知される。

次の研究集会に向けて予定をたててはいかが？

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BALTIMORE
HONGKONG

Part 4

The TESOL Classroom: At the Chalkface

生き生きとした英語の授業

27 Surviving Day 1: Setting the Rules Right Off the Bat

Whatever the teacher does on the first day of a new school year or a new term will set the boundaries of classroom behavior for that period. This seems to be an unwritten rule of group dynamics in the classroom.

The Japanese school year starts in April. This means that the time to make changes in existing classes, or to set ground rules for new classes, will soon be here. I have found that if I take a "wait-and-see" attitude, I often miss the single most valuable opportunity to set the class "mood" for the time remaining. An example of taking a wait-and-see approach would be to go to the class with only a hazy idea of what I hoped to do, with the rationalization that I don't really know what to do because I haven't seen the students, don't know their English level or whatever.

While it is often true that I don't know much about their English ability, there are things I can be pretty sure of and I can use simple guidelines to predict what what course of action I can take on the first day.

First, the students will either be new to me or will be people I've taught before. Second, the students will be new to each other or they will already know one another. If they do know each other, it may be on a very superficial level, or they may actually know one another well. Correctly evaluating these factors and using them in planning my first class meeting can make or break my whole teaching year. Here in brief, are some factors to consider for each class type:

New teacher-New Students: Concentrate on getting the students to interact with you, the teacher, first, then with each other. A good "ice breaker" is teaching the class to shake hands—firm handshake, direct eye-contact, shake twice, let go at the same time—first with the teacher, then with their classmates. (That's right, walk around the room and shake hands with every student, encouraging and making corrections as necessary.) Play some upbeat background music and have fun!

New Teacher-Old Students: Since they know each other but not you, concentrate on getting them to find out about you, as you learn about them. Start with every one standing up. Let them sit down only

after they have interacted with you. Gravity makes a good Assistant Language Teacher. The key here is that every one has to interact, so no one one will stand out, so everyone will do it.

Old Teacher-New Students: By which I mean they've all had you before but they are in new classes. Many schools mix the students up so a second or third year class will be used to you on an individual basis but not to each other. They are probably more worried about their peers. Hand shakes and self-introductions can be used to good effect here. If they are accustomed to singing, give them a song they already know.

Old Teacher-Old Students: Now is the time to introduce any departures from your previous teaching style. For example, in Grade 8 (chu 2) I let the students say "a-im-**u**" for "I'm" but this year I only respond to "a-im" without the *epenthesis* (added, unneeded syllables). I do this by pretending I don't understand what they say. They will immediately "self-correct" their pronunciation at the slightest sign a teacher fails to understand them anyway. So I don't have to say anything negative like "Your pronunciation is wrong." They know that. When I hear something that I like, I respond appropriately. This tells my Grade 9s that this year they (1) have to improve their pronunciation and (2) improved pronunciation means dropping the epenthesis. (I don't explain the term, I just demonstrate the desired behavior and reward it when I get it.)

Make changes from the first day and stick to them. It is very difficult to change directions on Day 2. You should consider making at least some changes because the students are getting older, at least some of them are getting better at English, and if you keep using the exact same techniques ever year, you, the teacher, will be heading for burnout. The students welcome variety too.

Something new should be done on Day 1 regardless of the type of class: If you plan to have them sing, hand out song sheets or whatever and repeat it on Days 2 and 3. If you plan to use the "stand up-respond-then you can sit down" technique in large classes, I've found Day 1 to be best. Hit 'em while they're still in shock.

Applied to your classroom, even a simple paradigm such as this can be a powerful tool in aiding you to make systematic observations and predictions which will let you generate new ideas that can be the basis of changes in group dynamics, lesson plans or even a syllabus.

Summary in Japanese 最初の授業――初め良ければ，すべて良し

- 新学期の最初の授業が，それ以降の授業の雰囲気を決める
- 最初の授業ではお互いが打ち解けるための工夫をすること
- 授業の方法を変えたいなら最初の授業から取り入れるべし

28 How Can Teachers Make it OK to Speak English Well?

The first week of school is usually a time of confusion and excitement. With twenty-one classes and about 1000 new faces to remember, things can be pretty overwhelming! And yet there are always a few incidents that happen which make it easy to identify some students right from the start.

It was the first class of the year. We were doing self-introductions. I was going from student to student asking questions and listening—trying to be encouraging. Most of them were, with varying degrees of skill, repeating the patterns from their handouts. She was a first year high school student. She had been chatting with her friends in Japanese. I interrupted them and asked her when her birthday was. Surprised, she began to answer in perfect English. And as the words were coming out of her mouth, a look of horror came over her face and she switched into halting "Katakana"(the special Japanese "alphabet" used for foreign words—as opposed to pure Japanese words). You know, "My bar-su-da-i- izu ..."

This brief incident certainly gave me food for thought this week. It raises a number of interesting questions: What's it like to be a returnee in a *deru-kugi-wa-utareru* society? (The nail that sticks up gets hammered down) What are the reasons why it isn't OK to speak English well in front of other Japanese? Is Katakana the perfect solution for resolving high unemployment in English-speaking countries?

Historically speaking, Japan has been well served by the use of Katakana for the most part. This is especially true when it is used with the Grammar-Translation method. As a means of absorbing foreign—usually Western—technology, Japan has greatly benefitted from its use. The problem arises when Japanese actually attempt to speak a foreign language using Katakana as a pronunciation guide. You certainly don't have to be an English teacher to be familiar with the

practical results of Katakanaized English. To be fair, Katakana was probably never intended to be a pronunciation guide *per se*. And it was not solely intended for use with the English language either. Nevertheless, the fact is that relying on Katakana, especially in the school system, produces generation after generation of students whose oral communication skills leave something to be desired. This is good news to native speakers who form the backbone of the multi-billion dollar English teaching industry. An industry which exists largely to make up for the deficiencies of the formal educational system.

Well, this girl didn't have any of these problems. Her pronunciation was good. Perhaps too good. It is very unlikely that she is aware of the official policy-shift towards communicative English. The shiny new language lab probably doesn't impress her either. She just doesn't want to stand out. Is she the only one? If a fluent Japanese speaker of English is subject to these pressures, what of her classmates, who may want to speak English well but feel they can't break the unwritten rule?

Looking to the future, I wonder if the laudable shift towards communicative English—accompanied as it is by new texts, equipment and more classroom time—is enough? What can we do to make it OK to speak out in class? More than that, what can we do to make it OK to speak English well in front of other Japanese anywhere?

If there is a gap between educational policy and classroom-practice, the first step in closing it may be taken by becoming aware of its existence. Perhaps changes in attitude at the "bottom of the system" are as important as changes in policy at the "top".

Summary in Japanese 英語を気楽に話させるには

- 流暢な英語からカタカナ英語に切り換えてしまう海外帰国子女
- カタカナ英語はオーラルコミュニケーション学習の妨げになる
- 日本人の前であってもこだわりなく英語を話せる雰囲気を

新年度の最初の授業でのこと。帰国子女とみられる女子生徒が流暢な英語で質問に答え始めたものの、次第に表情が変わり、途中から「カタカナ英語」に切り換えたのである。この小さな事件をきっかけに、私はいろいろ考えさせられてしまった。

カタカナは、英語の発音表記には不適切である。外国の科学技術を翻訳して取り入れる段階では、確かにカタカナ英語でも役にたった。しかし、英語でコミュニケーションをしようとする時には、逆に妨げになる。学校教育が今でもカタカナに依存しているため、オーラルコミュニケーションの力がつかないのである。

また、くだんの帰国子女は、流暢な英語を使うことで目立ちたくなかったのだ。「出る杭は打たれる」文化のなかで、これが彼女なりの自衛策だったのだろう。彼女以外にも、英語を上手に話したいと思いながらも躊躇している生徒はいるはずだ。

「通じる英語」を教えるために、教科書や施設・設備は新しくなり、英語の時間数は増やされた。しかし、授業中に大きな声で話せる雰囲気、どんな場面でも他の日本人のいる前で英語を気楽に話せる文化的背景はというと、まだまだ実現されていない。

このように現場に存在する問題を認識するところから、教育政策と教育現場のギャップを埋める第一歩が踏み出せるのではないだろうか。

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29 Oral Communication in English Puts Burden on Language Learner

Foreign language teaching has traditionally been "teacher centered" and Japan is probably no better or worse than any other country in this regard. Teacher-centered classes basically consist of a teacher who talks and students who listen, take notes and regurgitate on cue. Essentially, the student is regarded as an empty vessel waiting for the teacher to pour in knowledge.

Recently two roughly parallel currents have developed in English language teaching (ELT) in Japan. Recognizing that the overall oral English performance of the average Japanese is less than optimal, the Education Ministry has tried to get schools to use more "communicative" methods of teaching English. At the same time, the field of ELT has been both expanding and evolving, producing new insights into how people learn languages. One of the major trends in ELT has been the development of "student-centered" teaching methods.

It has been said that " education is not the filling of a bucket, but the lighting of a fire." In this vein, there is an important shift occurring in ELT. In student-centered communicative classes, responsibility for "doing English" is placed on the learner. The role of the teacher is changing from "filler of buckets"—the traditional model—to "lighter of fires"—the communicative model. Students become the star in the classroom as the teacher facilitates and stage manages, creating opportunities for self-discovery and a safe environment for students to take risks and speak out loud.

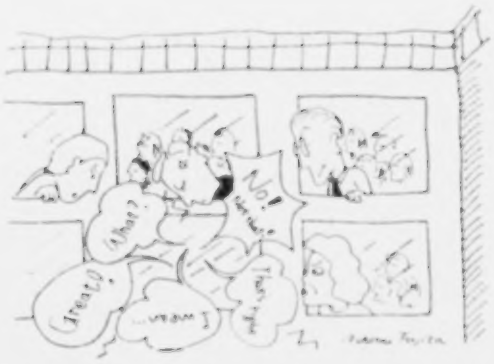
Well, what does this mean in practical terms? It means that in a class of 50 high school students, the teacher sets up a situation—doing a dialogue in pairs, for example—and lets the students get on with it. *Simultaneously.* That's 25 pairs, all talking at once. It means using songs and games and new ways of getting the students to actively use English in class. It means, in short, noisy classes for how can our students learn to communicate orally—in silence?

This is where the rubber meets the road: Using communicative approaches to ELT, at least in regular schools, means getting angry calls from the teacher in the math department who, never having heard a peep from the English class next door during the past 20

years, considers any discernable sound to be noise. Noise that is inappropriate and disruptive of his teacher-centered math class. Math is basically a visual skill. Grammar-translation, the preferred method for teaching English for the past 100 years or so is mainly visual too. By definition, communicative ELT, whether it is student-centered or not, is not silent, not teacher-centered, and, in some schools, not welcome.

What we are really considering here is change: in this case, organizational change. The fact that the Education Ministry is waking up to the fact that the teacher-centered grammar-translation approach hasn't been very effective in producing competent speakers of English is very positive. But change takes time.

ELT in Japan is changing for the better but it will not change overnight. There are few rights or wrongs. The changes taking place in English education are uneven, not always fair, seldom rational, often misunderstood and sometimes opposed. Yet it is the individual classroom teacher who must turn policy—students ought to speak English—into practice—my students will speak (make noise) in my class, in my school, today. How to handle complaints from other teachers is one element of using communicative ELT in Japanese schools that is not included in either educational policy or teacher training courses.



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Summary in Japanese

オーラルコミュニケーションは頭痛の種

- 日本に限らず，これまでは外国語教育といえば教師主導型であった。
- 今はコミュニカティブな授業が奨励され，生徒中心の教授法開発も進んだ。
- まずはこの「変化」に対して教師間で共通理解を築き上げることである。

日本のみならず，外国語教育というものは教師中心に行われてきた。教師が一方的にしゃべり，生徒は黙ってノートをとり，教師の合図で決まったフレーズをオウム返しに繰り返す。この種の授業の根底には，生徒という器が教師によって知識を注ぎ込まれるのを待っているという考え方がある。

しかし最近，平均的日本人のオーラルコミュニケーション能力の貧弱さに対して，ようやく文部省もテコ入れを始めた。英語の授業をもっとコミュニカティブに，というわけだ。一方で生徒中心の教授法の開発も進んでいる。英語の学習活動の中心は，ようやく学習者に移りつつあるのである。教師の仕事は，生徒が自己発見できるような機会をつくったり，大きな声で英語を話しても何の違和感もないような環境を用意したりすることになる。

当然のことだが，コミュニカティブである限り，かなり騒々しい授業になるだろう。隣の数学の先生あたりからの苦情は覚悟しなければならない。そんなやり方を歓迎しない学校もあるかもしれない。今，真剣に考えなければならないのは，変えていくということである。

教師中心の文法訳読法の授業では英語を本当に使える人を育てるのは難しいという事実に文部省が目覚めたのは，前向きな姿勢として評価したい。しかし変化というものには時間がかかるのである。日本の英語教育は良い方向へと変わりつつあるか，一晩で一挙に変わるというわけにはいかない。誤解されることはしょっちゅうだし，場合によっては反対されることもある。

他教科からの苦情にどう対処するか，日本の学校でコミュニカティブな英語教育を実践する上でポイントになるのだが，こうした教師どうしの問題は教育政策の考慮の対象の外にあるのである。

30 Surmounting Fear of Foreign Faces

I was sitting in my favorite Chinese restaurant in Yokohama's incomparable Chinatown and getting ready for the point-and-pantomime show that tends to make up the food-ordering ritual I generally have to go through in Japan. Although I usually try to order in Japanese, and there's really nothing wrong with the Japanese I use to order food with, long experience has taught me that most of the time there's little point in my trying: once they see my foreign face, most service personnel simply panic.While they're panicking they tend not to notice that I am in fact trying to order in Japanese. This can make communication difficult. So I end up pointing and pantomiming. Why make their lives more difficult?

Anyway, back to Yokohama. The staff at this restaurant come and go. So although I've been going there for years, I haven't gotten to know anyone. So yet another new waitress appeared at my table. (Yes, although this was Chinatown, she was Japanese. I checked her name tag). She wasn't afraid of me, could understand my English and had no problems taking my order. Lucky me! But of course, it was just a fluke.

For all of the trillions of dollars and zillions of hours spent studying English, it's inevitable that somewhere, somebody would have learned something–but hey, I'm an optimist.

Then we ordered. Another Japanese waitress. Same thing: No panic. A sincere effort to understand my English, a successful order. I actually felt that if I had tried to order in Japanese, they would have been patient enough to listen to me. Maybe they might have tried to listen to my Japanese because they felt confident in their basic English. Remember, we were just ordering Chinese food, not discussing Shakespeare.

The human mind is basically a pattern-solving machine. It looks for order in nature, reasons for behavior. So as I sat there in my postprandial stupor, I mused on the ever-changing nature of the foreigner-food interface in Japan. Here's what I came up with: Both waitresses were Japanese university students. Of course, who else waits on tables in Japan? Yes but that means they were both about 19 or 20

years old. So they've probably had a full exposure–middle school and high school–to Assistant Language Teachers (ALTs). This means that I was probably not the first foreigner they ever met face-to-face-live-and-in-person. And I thought back to my days as a municipal ALT for the Tokyo Metropolitan Board of Education.

At various times, I taught in four different high schools over five years. When I first started, I was all for specific linguistic training in areas such as listening. After all, that's why they want a native speaker. Several Japanese teachers of English (JTEs) told me that they felt it was enough that the students simply have a positive experience with foreigners to get them out of their "Japanese shells." I was skeptical at first. But I tried.

There were several activities I used that students and teachers have later told me were particularly appreciated or useful. The most obvious one was "shaking hands." I'd teach every student to shake hands properly, firm grip, good eye contact etc., and it seems to be an "ice breaker." We wouldn't just do it once either. In my class every correct answer or attempt got a hand shake. Some of those students are adults now and when I run into them on the street, out come the hands!

Another activity that evidently made an impression was the "five-minute interview." This was the brainchild of a JTE who hated foreigners in general and me in particular. The idea was to lock me in a room and send the students in one by one, for a five-minute face-off. With 150 students to a grade, it was as good as solitary confinement.

Unintentionally, it proved to be a real turning point for many students. Some felt ashamed because they realized I was human but they couldn't say anything to me. Others tried to say something and it worked! They wanted more. Many tried to say something but it didn't work. So they resolved to be able to make themselves understood. Some felt sorry for me so they decided to try harder. So many patterns!

Much of the debate about English teaching and the use of foreign teachers such as ALTs, focuses on the specifics of language teaching. Japanese teachers or educational officials seem to suggest that it is perhaps more important for students to have positive interactions with foreigners than to follow any formal methodology. I'm beginning to agree that there is a lot of wisdom in that point of view.

Summary in Japanese ガイジンは怖くない

- 中華街のウェイトレスが英語で落ち着いて対応するのに驚いた。
- 彼女たちは中・高校時代に外国人教師に習った経験があるのだろう。
- 私の授業の中では「握手」と「5分間面接」が効果的だった。

レストランに行くと、ウェイターやウェイトレスは外国人と見た瞬間、パニック状態に陥ってしまう。パニックになると日本語さえも理解できなくなり、ついにはジェスチャーで注文する羽目になる。

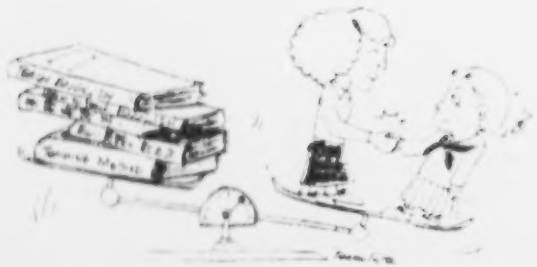
ところが最近中華街で食事をした時、20歳くらいのウェイトレスは2人とも落ち着いて英語で受け答えをしてくれた。おそらくこの2人は、中学か高校で外国人教師に教わった経験があり、外国人と一対一で面と向かって話すことが初めてではなかったのだろう。

私が外国人教師として都立高校に赴任したころ、生徒たちが外国人と積極的に接触した経験を持つことは十分と考えている日本人教師がいた。当時はその考えに疑問を感じなかったも同然を試みていた。

まず生徒の心がうちとけるように全員と握手した。視線をそらさずにギュッと手を握る。正しく答えたり、積極的に発言した時は、そのつど握手する。驚いたことに社会人になった卒業生と街で出会うと、彼らが思わず握手の手をさしのべてくる。

5分間面接も印象に残っている。私は一人で教室に入れられ、1学年150人の生徒一人ひとりに5分間の面接をする。何も話せず黙りこんだ生徒や、話が通じやすくなった生徒がいたが、どちらも勉強しようという気になってくれたのだ。

今では、生徒たちが外国人と積極的に関わることが重要という意見に大いに賛成できる。



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31 Should Teachers be TV "Stars" or "Directors" in Their ELT Classrooms?

I confess I am not a big fan of television. In fact, I don't own one. I read or listen to my short-wave radio. But I find that I am often reminded that most of the students I teach spend many hours in front of the TV set. If we compare watching television with the traditional classroom in any country, we can see that they are basically designed for "passive" viewing. The teacher is up front putting on the "show" and the students sit in the "audience". This is not a particular observation on Japan, all my classes in Canada were taught the same way.

Teaching English in Japan is a different experience from my own experience of learning French in Canada. There are people here who actually want to learn to speak English. But here we get into an interesting Catch-22. On the one hand, teachers usually follow the traditional lecture method, which tends to be teacher-centered. On the other hand, students are used to a teaching style where the teacher does all the talking. Yet language learning tends not to be successful when the learners are passive.

Being products of their time, most students are accustomed to watching a lot of television. Comparing live teachers with TV characters leads to a number of interesting observations. In television, five seconds is a life-time and images rarely last as long as that. Teachers are right there in front of students for a full 50 minutes, year after year. TV seeks to entertain: where it seeks to inform, it tries to do so in an entertaining way. Television spoon-feeds information, ideas and feelings. Far from making people think, television's goal can be said to do the viewers' thinking for them. Teachers, on the other hand, make demands. They require attention, give homework and grade tests. TV gives viewers a wide variety of choices. School serves a short menu and dishes it up cold.

It's not surprising then that students tend to view teachers as "human televisions." Of course, a lot depends on the teacher's situation. Those who are in the formal school system essentially have a captive audience. No matter how bad the show, the audience isn't going to walk out of the theater. People in the *eikaiwa* (English con-

versation) business have it much tougher. Eikaiwa is sometimes the vaudeville of the English education scene.

Teacher-centered teaching methods, have their place. But they have the same drawbacks as television, encouraging passivity, depending on a one-way flow of information or ideas and putting responsibility for success on the teacher rather than the learner. But speaking a language is a skill and as such there is an expectation that people who have studied English can actually speak it.

Shifting responsibility from the teacher to the learner involves a change in both educational philosophy and classroom practices. In a student-centered approach, the teacher is more "movie-director" than entertainer. The students become the "stars". The emphasis is on "doing" English, which is obviously more active, rather than on "studying" English which tends to be more passive. Teachers who are used to teacher-centered methods will have to realize that in order to shift away from teacher-centered methods, they too, will have to develop new teaching skills.

Walking into class one day and suddenly announcing that from now on the class will use an entirely different method is probably the road to certain failure. Making small changes, gradually shifting responsibility to students by learning when to step back and letting them do as much as they can handle, is safer. Not only are small changes safer, they tend to work better too. Learning to be the "director" rather than the "star" of the classroom is a new idea for many teachers. With time, patience and a sense of humor, it can be both successful and fun.

Note: Things change. Because of our now three year old son Alexi, we have both a TV and a video player. One of the main reasons for getting them was to use as a language teaching tool. He's coming along nicely as a trilingual native-speaker of Russian, English and Japanese.

Summary in Japanese

主役からディレクターへ

- 日本の英語の授業はテレビと同じく一方通行だ。
- 教師主導型では生徒を消極的依存的かつ無責任にする。
- 生徒が主役となって積極的に英語を使える授業に変えよう。

学校での伝統的な授業とテレビを比べると，両者に共通した点があるのに気づく。どちらの場合も「受動的に見させられている」のである。教師は黒板の前で「ショー」をやり，生徒は座席について「観客」になる。英語の授業も伝統的な教授法をとるのが普通で，どうしても教師中心の授業になってしまう。しかし，言語の習得は学習者が受け身の姿勢では成功しない。

授業とテレビを比べるとさらに興味深いことがわかる。テレビのワンショットは長くても3分くらいだが，教師は50分間も生徒の前にいる。テレビは娯楽が目的で，情報番組といえどもサービスを忘れない。それに対し教師は生徒にいろんな注文をつける。授業をよく聞けとか，宿題をやってこいとか，今度テストをするぞとか。またテレビはバラエティに富んでいるが，学校の授業は単調だ。お粗末な「ショー」でも生徒は教室から出て行けない。

多少の違いはあれ大事なのは，教師主導の授業にはテレビと同じ弱点があることだ。つまり，生徒は消極的になり，一方的に流れてくる情報や考えに依存してしまう。あげくの果ては，英語が上手くしゃべれないのは教え方がまずいからだと教師に原因を押しつける。

責任の所在を教師から生徒に移すには，教育理論も授業方法も変える必要がある。生徒中心の授業では，教師の役割は役者ではなくディレクターになる。生徒が主役になって積極的に英語を使うからだ。

そのためには新しい教授法を開発しなければならない。いきなりは上手くいかない。徐々に生徒にまかせていけばよいだろう。

32 New Classes Launched by Breaking the Ice

This year I began teaching all of my new classes—middle school, high school and college—by having everyone stand up right after I came into the room. While they were standing there wondering what was going on, I wrote "My name is Dale Bay. I am from Canada. I live in Denenchofu. My hobby is *kendo* (a martial art) My favorite food is *tarako sushi*. (Not very exciting stuff, I admit but teaching language as such was not my goal for this first class of the year.) Then they had to repeat it a few times. Next I said that they could sit down after they had put their hand up, told us who they were, following the outline. I stressed that everyone had to do it.

The usual strained silence naturally followed. Depending on the class "personality"—not the level or the type of school, as far as I can tell—the waiting time varied from 30 seconds to seven minutes till the first person decided to speak up. Then things began to pick up a bit. After about half were done, I erased a swatch of my little "bio" and I told them that the last few people would, little by little as they say, be looking at a blank board. This tended to have the desired effect and more hands shot up! I kept my promise too.

This is Japan. The Japanese we are often told are a group oriented society. This suggests that "group oriented" approaches to teaching may tend to work more easily than perhaps more individually oriented approaches favored abroad. I don't know. In every class the people still standing at the half-way point were the [take your pick]

weak / shy / stubborn / dumb ones. But the people who were already sitting began to encourage them! They coached them. They called out *gambatte*! (Try hard! Don't give up!) Everyone who finished became a minor hero; someone who had met Dreaded Fate and overcome. The class mood became palpably positive. People were laughing, smiling, encouraging, doing.

Well, who are they afraid of, me or each other? I'm convinced that they are much more worried about each other but since that's not cool, they say they're "shy." 'Well yeah, whoopie do,' you think 'you pressured them into reciting this dumb set piece that no native-speaker would ever say. All they did was overcome embarrassment, once, and under pressure at that. So what's next?'

I used ice breaking activities to get them to talk to each other. In fact, I stay completely out of the picture during the first two or three classes. With all the classes, I had them write out columns—name, hobby, birthday, favorite food, whatever, it doesn't matter all that much—and sent them out to collect information from ten people in the class. With mixed classes of public high school students, they had to talk to five boys and five girls. (Pretty scary stuff!) Then I had them form groups of ten or so, make circles standing up, and one-by-one they would have to go into the circle and name everyone there. After an hour of this they are about as loosened up as they'll ever need to be. [Save those papers, you can use them for lots of other exercises later!]

Japanese students are no different than anyone else: In a safe environment, where they feel they can just be themselves, they are willing to take risks. Carefully used, situations of "apparent risk" can serve to break the ice between peers, lay the foundation for a positive year and create a feeling of unity (We all did it!) and increased self-esteem (I did it!) Now I can get on with the job of teaching them English.

Summary in Japanese

新しいクラスは雰囲気づくりから

- 最初の授業では全員を起立させ，自己紹介した者から着席させる。
- 会話の手始めとしてクラス内の10人から情報を収集させる。
- 新学期には仲間同士の緊張をほぐし，連帯感と自信を与えること。

中学でも高校でも大学でも，新学期の最初の授業ではまず全員を起立させることにしている。教師の自己紹介を板書し，それにならって自己紹介できた者から着席してよいことにする。

すると数分の沈黙のあと挙手する生徒が現れる。半数くらいの生徒が自己紹介を終わり，着席した頃を見はからって，これからは板書を少しずつ消していくことを告知する。見本の自己紹介が消されるとやりにくくなるので，生徒はわれ先に手を挙げることになる。

しかしどうしても最後までできたままの生徒が何人か出てくる。するとすでに座っている生徒の中から励ましたり手伝ったりする者が出てくる。教室中がやる気で盛り上がってくる。全員座り終えた頃には，生徒たちはすっかり恥ずかしさを克服している。

その次にするのは，生徒どうし会話ができるように緊張をほぐすことだ。最初の2，3時間はクラス全員に自己PRの短い文を書かせ，そのあとクラス内を自由に歩き回って10人から情報を収集するよう指示する。男女共学校では男子5人，女子5人ずつである！　それから10人くらいのグループを作って輪になり，1人ずつ輪の中に立って全員の名前を言わせる。こうすると授業の終わり頃には，みんなリラックスしてくる。

日本人の生徒も他の国の生徒と同じように，自分を素直に表現できる雰囲気の中では失敗も恐れない。せっかくつくった状況をうまく利用すれば，緊張をほぐすことができる。「みんなでやった」という連帯感と「自分にもできた」という自信がつけば，1年間前向きに授業に取り組めることは請け合いである。

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33 Shyness, A Deceptive Phenomenon

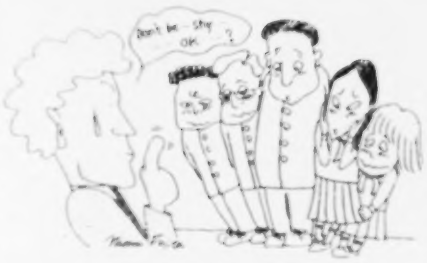
When we talk about teaching English to Japanese people, we generally assume that students are going to be uncomfortable because they have to use an unfamiliar language. We often say that Japanese students are "shy" and many articles on teaching methods or classroom management deal with ways to overcome "shyness." Teachers, and students, often assume that they are "shy" because they are expected to use English. I believe that there is some truth to this but over the past few years, I have come to wonder if "fear of using English" adequately explained the causes of "shyness."

For a long time, when I entered the classroom, I tended to concentrate on what I had to do next. I did not take time to consider the students, except in relation to how the lesson was going at that time. Later, when I had pretty much mastered the basics of classroom procedures and could keep things running smoothly with less effort, I had time to wonder who the students were.

I noticed that I could divide classes into two broad categories: the "same background" class, where everyone knew each other before they arrived. This is typical of institutional classes found in companies, schools etc. And the "just show up for the hour" type classes, where they have no idea who the other students are. Commercial language schools, commuter colleges and school classes where the students are in different home rooms often contain students with heterogeneous backgrounds.

For a time after I made this discovery, I tried different ways of teaching to see if I could predict what would work and what would not. I also found that trying to teach the same lesson in different ways made it more interesting for me—an important tool in preventing teacher burnout. What I discovered was interesting: in both classes, "fear of looking stupid" seemed to account for the apparent "shyness," that is, the students were more afraid of each other than of either me or the English language. But the solutions, the ways to cure shyness, were subtly different. In the same background classes, I needed to create a mood where no one would stand out and where every one had to do the task—with no exceptions. With the "stranger

in a crowd" classes, I found that I needed to use a lot of "ice breakers," party games, get-to-know-you exercises and other warm up activities so that the students had a chance to learn names, hobbies etc. first, then I could go on with teaching classroom procedures and finally get on with teaching English.



After a time using this way of looking at classes, I began to notice another difference. This one surprised me much more. In my private middle school and high school classes, I teach students who have known each other for years. No introductions are necessary. But in my public high school, where classes start from Grade 10 (ko 1) I was operating under the assumption that the students knew each other. They arrived at the school from different public middle schools, of course, but it never occurred to me to consider the idea that they wouldn't get-so know the names of the other students in their home room class. Of course it was only reasonable to expect that the boys would know their names but not the girls' and vice versa.

When I first started at the public high school, I was using "teacher centered" teaching methods—teacher talks, controls, instructs, explains; students listen, obey, do. Because of this, I had no opportunity to discover the nature of the group dynamics—or lack thereof—in the classroom. But as I later changed to more student centered teaching methods and began to require cooperation between pairs, small groups, boys and girls, I began to notice that they were not interacting much at all. In the end, I realized that one kid could sit next to another kid for the entire year and not only not speak, but wouldn't even know his or her name!

This tipped my whole set of assumptions on end. Students who are so "shy" they won't talk to each other on their breaks, or even borrow pencil from, are less than likely to suddenly break into a bit of spirited dialogue in English. Now I understand why choral reading, of little educational value by itself, is often used in class: it's the only way to get them to say anything together! They won't speak individually either.

Any successful presentation rests in part on a sound knowledge of

the "audience." Until the ice is broken, it is nearly impossible to teach communicative English because of the need to have the class do cooperative activities. Before I go into a classroom, especially with new students, I take a few weeks to get the students to know the students—to build up some *esprit de corps*.

Now I know that there is a world of meaning in the word "shy." "I don't trust you. I'm afraid. I don't know what is expected of me. I don't want to be here. I don't like him/her/you." And once in a while, you might meet a student who really is shy.

Summary in Japanese

「恥ずかしがり屋」の正体は

- クラスによって英会話の授業での恥ずかしさの克服法が違う。
- 教師中心の授業では生徒同士の意思疎通は限りなく不可能だ。
- 生徒の質に応じて、まず打ち解けた雰囲気をつくること。

日本人の生徒はよく「恥ずかしがり屋」だといわれる。それを克服するための教授法が工夫されてきた。確かに知らない外国語を使うには勇気がいる。ところが最近になって恥ずかしがる原因が別にあることに気づいた。

一般にクラス集団はその性質上、大きく2種類に分けられる。ひとつはホームルームなどの顔見知り同士のクラス。もうひとつは英会話学校などのその時だけメンバーが顔を合わせるクラス。もちろんお互いをよく知らない。

面白いことに、どちらの集団においても恥ずかしがる原因は「仲間に嫌われるのでは」との恐怖心だった。

しかし、その対策となると微妙に違ってくる。ホームルーム集団の授業などでは、特定の1人だけが目立たないよう、とにかくクラス全員に同じ課題をやらせる。会話学校などの寄せ集めクラスでは、相手と知り合うためのゲームなどを積極的に取り入れる。こうすれば英語を話せるムードができあがる。

これらのクラス観察をしながらさらに驚いたのは、教師中心の授業が行われてきたクラスでは、生徒たちがお互いにほとんど意思疎通をはかっていなかったことである。隣の席の生徒と口をきかないばかりか、名前さえ知らないこともある。これでは突然英語で会話をしろといっても、話し合えるはずがない。よい授業をする秘訣のひとつは、生徒をよく知ることである。コミュニカティブな英語を教えるには、教室に打ち解けた雰囲気をつくらなければならない。"shyness"とは「相手を信頼できず集団になじめない」感情でもあることを忘れずに。

34 Teachers of Conversation Need to Split Large Classes

Very large classes present special problems for teachers of "conversation." My first experience was with giant classes of 160 second-year students of the business department of a university. While lectures work fine with classes that run into the thousands, I cannot think of any natural situations where people have conversations with more than a dozen people at a time and even a dozen is an uncomfortably large group.

Thus it was obvious that it was pretty much impossible for me to interact one-on-one with any more than a few of the members of the class. So I experimented, looking for new ways of doing familiar tasks. The most useful technique turned out to be breaking the class into smaller units. I tried various combinations: 16 groups of 10; 10 groups of 16; 32 groups of eight and so on. I also found that circular seating arrangements tended to work a bit better than squares or rectangles—maybe because it was a more "democratic" arrangement. There was no "head" of the table.

Having put the class into sub-classes, regardless of how they are arranged, what came next was the challenging part—getting them to participate. The tried and true principle that seems to work best in this culture, using group dynamics to advantage, is "peer pressure." Specifically, setting up classroom activities so that everyone has to take part in them in order to be part of the group.

For years, I've started nearly every class by having the entire class stand up. Then I set them a task. It could be anything that serves as an "ice-breaker," for example, having them ask two people what they watched on TV last night. (In order to do this, they'll have to reply to two people as well.) Or a simpler "warm up" task like giving their name and their hobby. It doesn't matter too much, especially at first, what they do. So long as they get the idea that it is necessary to speak out in their groups and that the teacher will not be available to monitor and micro-correct everything they say. (Oh, their "reward" is getting to sit down after they've finished. It doesn't take too long before they catch on. Done in a light-hearted way, this can be great fun, even in company classes.)

What was my role as teacher? Mainly to set up the room, the groups and a very specifically defined task so that it is very clear who is do what, when and with whom. Unless there is an element of "the teacher made me do it" many students may be quite unwilling to be seen as "the nail that sticks up," even though they might actually want to participate. As in most social situations, few people want to go first.

Having set up the class for the day, I visit each group at least once. First I take a quick minute to do the arithmetic: Subtract the time it takes to check attendance and get set up from the total time available, leave time at the end for my comments or a closing activity such as a game, and divide the remaining time into the number of groups available to get the "number of minutes per group" figure for that class. Students can be quite sensitive to the teacher spending more time with one group than another so using a formula may be the best way of ensuring fairness.

Breaking a large class into a group of smaller "classes" makes it easier to do communicative activities and forces students to accept responsibility for their own learning—two very powerful reasons for adopting this widely used technique.

Summary in Japanese マンモスクラスにおける会話の授業

- マンモスクラスの英会話の授業では小人数のグループを作る。
- 生徒が参加しやすいように全員参加のグループ活動を入れる。
- 教師は指示や課題を出し，公平に各グループを回って指導する。

マンモスクラスでの英会話の授業は難しい。最初の経験は大学2年生160名のクラスだった。そこで，マンモスクラスで効率的に英会話の練習ができる方法を模索してみた。

まずクラスを小人数のグループに分けてみた。10人×16グループ，16人×10グループ，8人×20グループなどいろいろ組み替えてみた。グループの作り方も工夫し，円形が話しやすいことも分かった。

次の問題はどうやって学生を授業に参加させるかである。これには，グループの一員になるために全員が参加しなければならない活動を設定してみた。授業のはじめに全員を起立させ，グループ内での活動を指示する。簡単な内容について2人で問答するとか，自分の名前や趣味を1人ずつ言うとか，ウォーミングアップ的なものでよい。グループのみんなに聞こえるように自己紹介ができたら着席できるようにする。学生たちはすぐ慣れると，大人でも結構楽しめる。

マンモスクラスの場合，グループ分けと活動の指示が教師の主な仕事となる。「この活動は先生の指示でやっている」となれば，生徒が参加しやすくなる。もちろんグループ活動のあいだ少なくとも1回は回ってみる。1グループにかける時間は「授業時間－（出席確認，導入，まとめの時間）÷グループ数」である！

最後に，小人数グループの授業は生徒が自分の学習活動に責任を持つようになる点で優れていることもつけ加えておこう。

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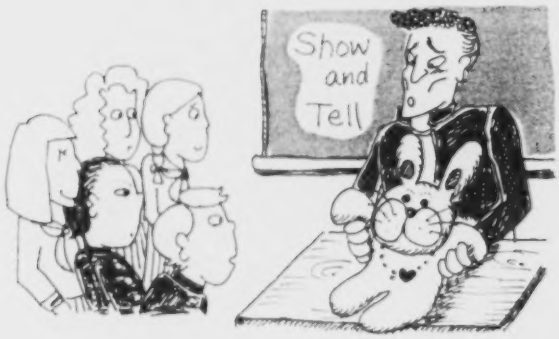
35 "Show and Tell" Speeches Good Practice for Students



There is a lot of talk about the low standard of English education in Japan. Many teachers feel that the only real standards are those set by the "examination hell" system of university entrance examinations. It is certainly true that there is much to find fault with in the "system." But within their own classrooms, teachers have more autonomy than many would care to admit.

Oral presentations can be a most effective way of getting students to prepare for spoken English classes. The most important points to keep in mind when conducting an exercise are fairly obvious: clarity—demonstrate precisely what you want done; feasibility—make sure the activity you want them to do is within the scope of their abilities; fairness—set a minimum standard and stick to it; and usefulness—provide language patterns they need to practice. The following are two examples of "speaking activities" that I conduct regularly in my classes.

For middle school students, I use "show and tell." Show and tell is an activity where students each bring in an object—stuffed animals, photos and sports equipment are popular items—"shows" it to the class and "tells" about it. I use a kitchen timer and give each student one, three or five minutes.

To do this with a class of fifty, you need to plan carefully. I use one of two methods: Either I have five or six students do show and tell at

some point in my regular lessons, or I devote an entire block of classes over a month or two to the activity.

In the latter case, we start with groups of four students and I have them rehearse. Presentations to the entire class are held after everyone has already practiced in groups of four and eight. The students' self-confidence increases along with the size of the "audience." By the time they stand up in front of the entire class, it's no big deal.

From a class management aspect, this type of activity has a high noise level. Not every student will be occupied 100 percent of the time. But this does not bother me as long as the students can give their presentations when it is their turn.

For my high school students, I tend to use public speaking to improve their spoken English. First, the students give a one-minute presentation on any subject. Then they have to speak for two minutes on a theme that begins with "How to..." Finally, they have to speak for three minutes extemporaneously, with absolutely no preparation. The one-minute speeches serve as a warm-up activity, getting the students up and speaking in front of others. The more structured two-minute speeches typically include such topics as "How to get to my house from the station," "How to cook rice," and "How to use chopsticks."

For the final exercise, once the student is in front of the class, I throw out a single word—such as *kendo, ikebana, soroban* (abacus training), mothers, pets, school uniforms, etc., around which the speech must be structured.

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Summary in Japanese

"Show and Tell" でスピーチ入門

- 英語を話す練習では目標設定、全員参加、役に立つ題材が大切。
- 中学では品物を教室に持ち込み、1分間でそれを説明させる。
- 高校では1分間スピーチから即興3分間スピーチに発展させる。

会話の授業を軌道にのせるには、オーラル・プレゼンテーションが非常に有効である。このとき教師が注意すべきことは、最低限の目標は全員に達成させること、そして役に立つ題材を選ぶことなどである。

私の授業から「英語を話す練習」を2例紹介してみよう。

まず、中学生には"Show and Tell"と称して教室に実物を持ってこさせ、その品物について説明させる。ぬいぐるみや写真、スポーツ用品などに人気が集まった。

"Show and Tell"は、普段の授業に取り入れて1時間の授業で5、6人の生徒にやらせてもよいし、1ヶ月か2ヶ月、全部の授業をその練習にあててもかまわない。その場合は、まず4～8人のグループでリハーサルをしてから全員の前で発表すると、自信がつき、落ち着いてできる。

高校生の場合は、話す力をつけるためにスピーチを取り入れている。

初めはどんなテーマでもよいから、1分間スピーチをやらせる。次に"How to ～"のテーマで話す2分間スピーチへと進む。「駅から自宅までの道順」「ご飯の炊き方」といった簡単な内容でよい。

最終目標は、何の準備もなくぶっつけ本番でしゃべる3分間スピーチである。まず1人の生徒を教室の前に立たせる。その場で教師が帽子、生け花、母親、ペット、制服などの題を与え、生徒はそれを受けてスピーチを始める。

このようにオーラルの授業でも様々な創意工夫が可能なのである。

36 Drilling Still Useful Outside the Dentist's

As a middle-aged Canadian from Trenton, Ontario, I along with my generation had about as much interest in learning French as you probably have in learning…whatever language you consider obscure. Not that I disliked French, mind you; it was just something for somebody else far far away.

Later, when I was a young and aspiring naval officer, the government of Canada, in its infinite wisdom, decided that I need to learn conversational French and I was ordered to attend a military language institute in the Province of Quebec. There we learned French in a very traditional way, the direct method and straight audiolingual techniques, eight hours a day, five days a week, until we reached 400 hours.

After a medical discharge, I eventually ended up, as many of us have, as an English teacher. For 19 years no French thoughts passed through my brain. But that summer, I decided to spend a few days in the French-speaking province—or republic, it depends on who you talk to—of Quebec.

The first night, I just listened to French sounds. The next morning, I could order breakfast! I heard the weather on the rent-a-car radio as I drove to Quebec City. Somehow, despite the fact that my motivation was neutral, the teaching method was "old-fashioned" and there was a 19-year hiatus as well, the basic French that I had learned was there, waiting to be called on.

There are dozens of methods of teaching English: The Natural Method and the Natural Approach, St. Cloud, Suggestopedia, Total Physical Response, Microwave Device and Stylized Mnemonics to name a few. But which methods have had a lasting influence in Japan?

I think, though others will have their own opinions, that for writing, Grammar-Translation will never go out of fashion. As for speaking, especially in the school system, the older generation—the decision makers of today—was deeply influenced by the success the Americans had in producing fluent speakers of Japanese during the war and for the subsequent occupation of Japan.

The method in question was originally known as the Army Specialized Training Program (ASTP) or simply the "Army Method." And it consisted of what armies do best: drill, repetition and more drill. Language was to be "overlearned" to promote subconscious habits—and no reading. While later discredited—students may have done well because both they and the instructors were unusually well motivated under pressure of war—it led in turn to the next phase.

This was the same again but with bells and whistles. the tape recorder was just becoming widely available in the 1950s and so technology was applied to language learning. This is briefly the development of audiolingualism.

Audiolingualism has largely passed out of favor. I certainly didn't think much of as a method and I disliked drills. At the same time, I realized that Japanese students will not acquire English the same way I did simply because they aren't living in a English-speaking environment.

But my recent experience in Quebec had made me wonder if I was wrong. I mean, I hadn't spoken French for 19 years; I didn't particularly like French; as a professional English teacher, I've always felt that drills were a waste of time. Yet in my case they worked!

I'm not about to abandon my lesson plans and have every one of my students start drilling. This is a method that has been abused by bad teachers. But maybe the problem is how drills are used, not the drills themselves. I am going to take a serious look at how drills, Jazz Chants and memorization can be used in my classrooms from now on.

Summary in Japanese 機械的なドリルを馬鹿にしない

- ずいぶん前に軍隊で学んだフランス語会話が大いに役立った。
- 文法訳読法と反復練習が主流をなしてきた日本の英語教授法。
- 反復練習はやり方を工夫して他の教授法とともに取り入れよ。

若い頃、海軍の語学学校でフランス語会話を学んだことがある。オーラル・アプローチ理論に基づき、反復練習に明け暮れる日々が続いた。週5日、1日8時間、総計400時間の特訓が行われた。

除隊後、英語教師になり、フランス語からは遠ざかっていた。

ところが今年の夏、妻とケベック州を旅行した時のことである。最初の晩はフランス語を聞き流していたが、翌朝はフランス語で朝食を注文し、カーラジオから流れる天気予報を理解できるようになっていた。旧式の教授法で学んだフランス語が、19年目にして蘇ったのである。

英語教授法にもいろいろある。日本では長いあいだ文法訳読法と機械的な反復練習が主流をなしてきた。オーラル・アプローチはもともと「軍隊特訓プログラム」に端を発しており、言葉は「過剰に詰め込んだ」あと自然に口をついて出てくるという理論に基づく。

この方式は新しいやり方で受け継がれ、1950年代のテープレコーダーの普及以来、科学技術の成果を取り入れながら使われてきた。その後、オーラル・アプローチの人気は下火となった。私自身、日本人の英語学習環境には適さないと考えていた。

しかしケベック州の体験で反復学習が時間の無駄ばかりとは言えなくなった。反復練習の良し悪しはやり方次第で決まるといえる。これからは反復練習も他の教授法同様、授業に取り入れることを真剣に考えたい。

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37 Memorization Has Its Place in Classroom Activities

In the field of English language education, memorization has fallen out of fashion in recent years. Perhaps it may be fairer to say that memorization has become less popular with non-Japanese English teachers while Japanese teachers continue to rely on it. Those teachers—Japanese or foreign—who use memory tasks are sometimes accused of being unimaginative, lazy or lacking in language skill themselves. But I believe that memory tasks have their rightful place in the foreign language classroom. Certainly my Western friends who are keen on learning Japanese spend a great deal of time and effort memorizing features of the Japanese language.

It is certainly true that memorization can be misused—we all know of unfortunate cases where students have learned inappropriate, useless or simply wrong patterns. Used with a sense of appropriateness, skill and humor, memorization can be used to help students gain a sense of self-confidence.

Last year, I assigned my new students some memory work. The first assignment for the term was memorizing a song which the students selected. Rogers and Hammerstein, the Carpenters and other easy to sing songs were popular. As others have noted: the people who invented *karaoke* (group singing to taped music) are by no means shy.

Other tasks included acting out dialogues, learning the vocabulary needed to read actual weather reports (The "test" was comparing actual reports and the day's weather. Some reports were months old

and therefore quite wrong!), recipes which they were free to select from books I provided and inspirational pieces such as "All I Ever Needed to Know, I Learned in Kindergarten." Not all memory tasks involved recitation.

The few who arrived unprepared found that that meant they were expected to hand in whatever the assignment was, neatly written out 100 times, with numbers, with the same handwriting throughout. Nobody came unprepared twice.

By the second term, it was evident that peer pressure was at work and in a most positive way. Students who probably really were "shy" were receiving special coaching from other students and cries of *Gambatte!*" (Keep trying! Don't give up!) could be heard whenever they began to waver. They were all rooting for each other to succeed! As time went on, they "forgot" to be shy. Since everybody had to do it, nobody could be a victim. Since everybody had to do it, nobody could be called an apple polisher. Since everybody did do it, everybody was a winner. Thus, giving memory work to groups can be used to create a positive group dynamic which simply makes it OK to do well in class.

By the end of the course, students were quite comfortable speaking out in English in front of their peers. Few people meet even minimum standards, let alone excel, unless they are challenged. But it's not easy: On the one hand teachers need to be willing to set fair standards and stick to them. On the other hand, it's hard to be fair when the students are at different language levels but in the same grade.

This year my goal will be to build on what we did last year. I hope that they have gotten over their shyness so we can begin more "communicative" activities. Memorization is often criticized but it has its rightful place in the foreign language classroom. Let's be careful not to throw out the baby with the bath water.

Summary in Japanese 暗記学習だって捨てたものじゃない

- ●暗記学習は適切な方法で英語の授業に取り入れるべきだ。
- ●歌、対話、専門用語、レシピ、エッセーは暗記学習に使える。
- ●全員暗唱の課題は恥ずかしさを克服し、成就感を与える。

近頃の英語教育業界では、暗記学習は時代遅れになってしまった。暗記学習を取り入れる教師は国語を問わず批判されるが、正しく利用すれば生徒たちに自信をつけさせるのにぴったりの学習方法である。暗記学習は適切な方法で授業に取り入れるべきである。

昨年のはじめ、自分の好きな英語の歌を選んでそれを覚えてくるという宿題を出した。カラオケを発明した日本人は歌に関しては恥ずかしがらないからだ。

その次に対話文や、天気予報などの専門的な語彙を暗記させたり、レシピやエッセーなどを覚えさせたりした。覚えてこないと暗記文を100回書かされるため、2度目からは全員が準備してきた。

2学期までには良い意味で仲間同士のプレッシャーが生まれる。内気な生徒は友達に助けられ励まされるのである。クラス全員が頑張ろうという雰囲気の中では、恥ずかしさなど忘れてしまう。暗記学習によってクラスに成就感がみなぎるのである。

課題は全員がやってこなくてはならないから、教師に指名される"犠牲者"も出ないし、でしゃばりとも言われない。そんなこんなで学年末までには全員が友達の前で気兼ねなく英語を話せるようになっていた。

人はある程度強制されないと最低限の目標もクリアできないものだ。しかし同じ学年でも力の差のある生徒たちに、共通する最低限の目標を与え、達成させることは難しい。今年は去年の反省の成果を土台に出発できる。恥ずかしさから脱皮できたのだから、これからは、よりコミュニカティブな学習活動をめざしたい。

38 Grading Students—With One Hand Tied Behind Your Back

Grading students is a prime concern of many teachers in the final term of the school year. This is a subject rarely discussed in teacher's rooms and since I began teaching EFL, way back in 1979, no one has ever given me any formal guidelines as to what to base my grades on. This despite numerous requests for clarification on grading policy.

In Japan, many schools use a five-point scale with five being the highest and one meaning failure. Other schools will ask for grades in percentages. These percentages are sometimes converted into bands such as A, B, C and D; the latter often being used as a failing grade. It is important to know which system is in use in your school.

Some schools require teachers to grade "on a curve." You have to assign "As," "Bs," "Cs" and "Ds" etc. according to a percentage decreed by the school. Other schools simply want feedback on how well students are doing. In those schools, English ranks with music or art and there is no need to be overly strict about grading.

In practice it is often impossible to give a failing grade. Having passed the entrance exams, the students appear to have a contractual right to graduate. Teachers who buck the system may find themselves scanning the "situations vacant" section of their newspaper at the end of their current contract.

One thing that often confuses everyone, teachers, students and especially administrators is the relationship between the grade and the student's ability to speak English. My own personal view is that there are perfectly good tests such as TOEFL (Test of English as a Foreign Language, generally used for academic purposes) and TOEIC (Test of English for International Communication, generally used for assessing practical ability for business and daily life abroad) which will provide a comprehensive assessment of the student's English capabilities. So I don't try to run some sort of home-made TOEFL in order to grade their English ability *per se*. For a class which probably meets once a week for ten weeks the results wouldn't be very meaningful anyway. And if speaking or writing ability were the only consideration, those students who had lived abroad etc. would not have to do a thing in class which could create class-management

problems.

Two basic ways of assigning grades are to start each student with 100 points and take marks off or start everyone at zero and add marks. Neither method is inherently superior. At one college, I use a formula of 50 points for attendance, 25 for participation and 25 for the test. It is important to keep good records.

Since there were ten teaching days per class this term, it worked out that, using the minus system, they lost five points for each missed class. I think this is fair because they can't contribute to a class or get any practice if they're not present.

Participation can be assessed according to work done for the class. For example, assign a certain number of units to be memorized, written out performed as skits or whatever. Issue points for work done. I have my Grade 12s memorize units of dialogue from a text book on idioms. They get A for finishing ten units, B for nine units, C for eight units and they have to hand in a summer assignment and do all ten units in again September if they get less than a C.

Personally, I rarely use paper tests; I much prefer oral tests. Skits can be a good way to do "communicative" testing of large groups.

Many teachers don't realize or perhaps feel uncomfortable with the idea that the grade, how it's devised and who gets what, is absolutely up to them. If you decide to give points for the number of times the student volunteers to speak etc., that's up to you. Remember, you don't have to be accurate to within one or two marks as the grades are usually reported in bands but you do have to be fair.

Note: Major changes have taken place recently (1997). The situation is now reversed and testing is paramount. As a result, all of this column is more or less out of date. At the same time, I find myself holding a teaching license issued by the Tokyo Board of Education. In actual fact, its primary effect seems to be to permit me to issue grades independently. I am not in any way a "team-teacher." My status is that of sole classroom teacher for my subject. They did let me choose my own text books this year. I just have to be sure to cover the official, Ministry of Education-approved textbooks as well. Progress.

Summary in Japanese

評価もイロイロ

- 成績を評価する時はまず勤務校の評価のやり方を把握する。
- 成績と話す力とは別で，後者には専門の優れたテストがある。
- 評価は出席，学習活動への参加，試験などを基準にするとよい。

成績評価は多くの教師の関心事であるが，正式に議論されることは少ない。

日本では5段階方式やA－D評価が多く，各段階の振り分け方も相対評価，絶対評価と様々である。勤務校のやり方を把握することが大切だが，概して落第点（1やD）はつけにくい。

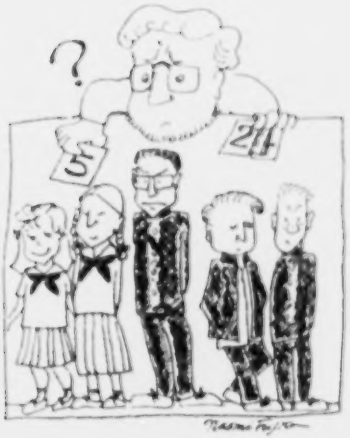
また，学校の成績と話す力とが別物であることにも注意したい。英語力を総合的に判定するにはTOEFLやTOEICのような優れたテストがあるのでそれを利用すればよい。

ところで実際に評価する方法には減点法と加算法の2つがある。今学期は週1時間の授業が各クラス10回あったので減点法をとることにした。出席点50点，参加点25点，テスト25点の配点できちんと記録しておく。1回休むと出席点を5点減点されるわけである。

参加点は授業でどれだけ学習活動したかで判断される。例えば教科書の会話10ユニットを暗記する課題を出したとすると，10ユニット暗記がAランク，9ユニットがB，8ユニットがCになる。Cランク以下は夏休みの宿題となり，再度暗記が課せられる。

テストはオーラルテストが主になる。スキットを使うとグループ全体のコミュニカティブな英語力を試すことができる。

いずれにしても評価は教師側に全面的に任されている。わずかな点差に神経質になることはないが，公平な評価をすることを忘れないでいただきたい。



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39 Getting Students' Feedback Essential

At the end of every year, and sometimes at the end of the term, I ask my students to give me anonymous feedback about my class. This is a useful source of information about how the class went and gives the students a chance to vent their frustrations or to tell me what they liked.

They usually write in English but I tell them it's OK to write in Japanese if they have to. The main point is that they have an opportunity to give me information they may be too embarrassed to tell me directly. They seem to enjoy this too!

Several terms ago, some of my Grade 8 classes (chu 2) complained and said that I tended to pick the same students to answer all the time. I noted their comments and made what I thought was an effort to pick more randomly. But at the end of the next term, I got the same complaint.

Now at this point, it was obvious that I had a problem: maybe I was actually picking the same students; maybe the students just thought I was; maybe it was something else again. The worst thing I could do would be to deny the problem, whatever it was, and just go on with what I was doing before. After all, for two terms they felt unhappy. What to do?

Well, if they felt the problem was that I was picking the same students every time, then maybe coming up with a new way of picking students would be the answer.

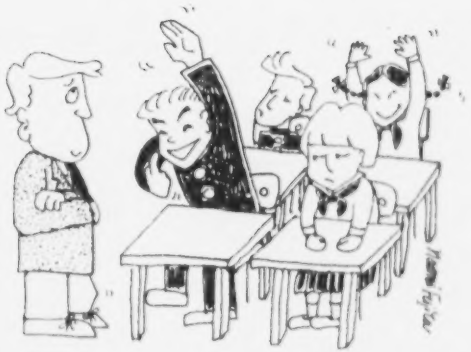
My "old" method of picking students was to look for the ones who were waving their hands the most, or making eye contact with me—an important part of speaking English. My "new" method was to use "contrastive sorting." The main idea is to choose opposites such as: taller-shorter; front of the room, back of the room; odd-numbered students, even-numbered students; longer hair, shorter hair—you get the idea.

By picking non-obvious patterns in the room, I could make sure everyone had a chance, yet avoid the dull, predictable old trap that many lazy or inexperienced teachers fall into of simply going up and down the rows. What? Because if the students can predict when their

turn will come, they will pay attention less. Paying attention is especially important when what they have to say depends on what the last person said.

The complaints have stopped and I have had to eat a little "humble pie" because I can see now that my students were right. How do I know? I discovered students in those classes that I hadn't noticed before!

The problem with bias is that, by definition, we are unaware of its presence in our attitudes or behavior. By making use of simple tools such as anonymous students' feedback forms, audio tape or video tape, we can learn a lot about what we are *actually* doing in our classes, as opposed to what we *think* we are doing. As professional English teachers, we owe it to our students to teach sincerely and to strive to constantly improve our professional skills.



Summary in Japanese 負うた子に道を教えられ

- 「指名の方法が偏っている」という生徒からの抗議
- 順不同の指名だと緊張感もあり，人の発言も聞くように
- 生徒に匿名で書かせた感想文は授業の良い反省材料になる

毎年最後の授業では，英語でも日本語でもよいから感想文を匿名で書いてもらうことにしている．教師にとっては良い反省材料になり，生徒にとっては直接言えない不平不満を伝えられるチャンスとなる．

以前，中2の生徒がいつも同じ友達ばかり指名されるといって，2度も抗議してきたことがあった．どうやら自分ではどうかすに同じ生徒を指名していたらしい．

そこで，手のあげ方が目立つ子や目が合った子を指名するというそれまでの方法をやめて，1対照的なペアであてていくことにした．つまり，背の高い生徒の次は低い生徒，前の座席の後は後ろの座席，出席番号の奇数のあとは偶数，といった具合に．

指名する順が決まっていないと，生徒は適度に緊張する．座席順に当たるのではたらけた雰囲気になってしまう．前の人の発言を受けて自分が発言する時は特に注意力が要求される．

生徒たちの指摘は正しかった．指名のやり方を変えてみると，今まで存在すら気づかなかった生徒がいることに気づかされた．そして抗議はその後なくなった．

生徒たちの意見を聞いたり，テープやビデオで記録したりすると授業での自分自身の立居ふるまいを見直すことができる．自分で想像しているのとはずいぶん違うことになっていただろう．プロの英語教師がまじめに教育活動に取り組み，指導力を伸ばしていくために，生徒から学ぶべきことはたくさんあるのだ．

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Part 5

Assistant Language Teachers (ALTs)

日本人教師との付き合い方

40 New ALTs: The Adventure Begins!

The Japanese school year begins in April and runs through to the following March. Thus, the first term has just ended and schools are now taking a brief summer break. This is not to say that the students are having a break as most of them will be going to various intensive summer courses—especially if they are university bound.

Because they will have graduated in the spring or summer terms in their own countries, September will be the first opportunity for most newly arriving teachers to enter the Japanese educational system. A fresh crop of Assistant Language Teachers (ALTs) arrives this week as well.

Regardless of their linguistic background however, most newly arriving teachers, including participants in the JET (Japan Exchange and Teaching) program, will experience some combination of delight, disappointment, culture shock and perhaps homesickness. One thing's certain, a new adventure is beginning!

Experts vary in their descriptions of the stages of culture shock—but don't worry, you'll be an expert soon enough. Symptoms typically include the following: the 'pink cloud', this is where everything seems wonderful, strange and perhaps enchanting. This is often followed by an adjustment period which can last from a few months to a life-time, during which you make the compromises necessary to fit in while learning to keep your own individual integrity. It is a period of discovery, experimentation, compromise, disillusionment and frequent frustration. It is probably one of the major periods of personal growth and self-discovery you may go through in your lives.

There are many adjustments that may have to be made in your attitude towards education. No doubt, you have arrived here with a set of beliefs about schools, teachers, students and goals which reflect your experience as a student in your own country. You may not really know what those values are at present, but as you are challenged, you may find yourself forming new attitudes and ways of looking at teaching and learning. You will also find yourself honing a sharper set of working tools—teaching techniques, cross-cultural coping strategies and other skills as you need them. Obviously, you can expect to be a

student of things Japanese as much as you are expected to be a teacher of your language and culture—teaching is learning as the old saying goes.

Yet most of you are not trained, licensed, professional teachers. So you may infer that your role is not strictly teaching in the traditional sense in which you may understand it. Your Japanese counter-parts will have their own points-of-view which may range from wild enthusiasm to outright hostility and all points in between. You are the one who has to adjust to the situation as you find it. One thing is certain, no matter where you are coming from you will soon find that Japan is Japan!

For those of you in the JET program, you may soon agree that is unreasonable to expect to have explicit instructions as to what you are supposed to do here. This is a fact of life in Japan. You will have to carve out your own niche. Your success, both in the teachers' room and the classroom, will depend almost entirely on whatever rapport and respect you are able to earn from your Japanese opposite numbers. *Team Teaching* by Sheila Brumby and Minoru Wada, 1990, published by Longman. (ISBN 0-582-08266-8) gives a realistic guide to helping you find your role in the public schools.

Team teaching works. This may be difficult to accept sometimes, but remember that learning is a highly personal activity. There may be times when you feel that little is being learned. Yet as you look back on your own education, can you identify times when you suddenly felt that you had mastered an entire subject? Was it the result of a single lesson or was it the cumulative result of years of effort? If learning can be likened to painting or sculpture, then it must be understood that progress is measured in dabs of paint and chips of marble.

So don't take things too seriously and most of all, keep your sense of humor. Remember, if they really wanted a professional language teacher, they'd have hired one. Since they haven't, at least part of the goal of the program must lie in areas other than language instruction *per se*. So while you're here, take as many trips as you can. Make lots of friends. Network. Have fun. Welcome to Japan!

Summary in Japanese 新人ALTの門出にあたって

- 新しく赴任した外国人教師はカルチャーショックを受けるもの。
- 教育について考え直し，教授法などの研修に励む良いチャンスだ。
- 日本人教師や生徒との交流を大切にして，楽しくやればよい。

9月に日本に到着する新しい外国人教師たちは，喜びと失望，カルチャーショックとホームシックの入り混じった体験をするだろう。

まず見るもの聞くものすべてが素晴らしく感じられる時期があり，しだいにまわりに順応していく。自分の立場を守りながら妥協もできるようになる。この時期は，発見と試行錯誤，妥協，幻滅，欲求不満をくり返す，言い換えれば，大が人間的に成長し自己を発見する大切な時期なのである。

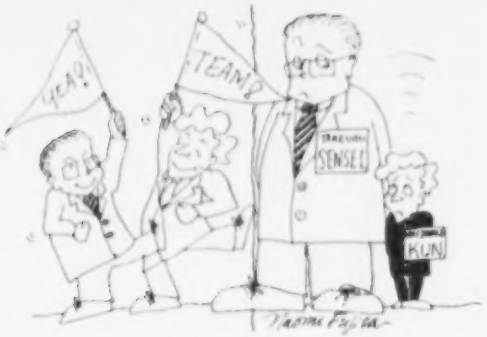
教育についても考え直すだろう。問題にぶつかりながら，教えることと学ぶことに対して新しい考え方や姿勢でのぞめるようになる。また，教授法や異文化間交流などについて研修に励むことだろう。

英語や文化を教えると同時に日本について学ぶことも要求されてくる。やはり，教えることは学ぶことなのである。

ところで日本では，仕事の内容についてはっきりした事前説明はない。次のようなことを参考にして早く職場に慣れてほしい。

- 日本人教師や生徒との心の交流の中で尊敬を得ることが一番大事。
- ティームティーチングの効果は顕著にあらわれるものではない。
- あまり思いつめず，ユーモアのセンスを大切に。
- 採用方法からも明らかなように，語学指導のみが目的ではないのだ。
- 旅行をし，友達やネットワークを作り，とにかく楽しもうよ！

41 How should ALTs be Addressed in the Classroom?



What's in a name? Or a title? Japan is said to be a "vertical society" and the use of *keigo* (honorific language) is seen as one of the many ways this manifests itself in personal communication. This wouldn't seem to have a lot to do with team-teaching English—unless you've been here awhile.

Recently, a municipal school board asked me to conduct a workshop for a group of ALTs. The basic theme boiled down to "How to communicate effectively with Japanese teachers". Their experience as ALTs ranged from three years to 'fresh off the boat'.

The question came up: 'What should ALTs be called in class?' Well, everybody had an opinion on that one! The points of view ranged from: "Native speakers of English usually call each other by their first names so that's how I'd like to be addressed." to "We call our teachers Mr., Mrs., or Ms. as the case may be, so I want to be addressed accordingly." to "Sensei." (teacher) I doubt if anyone left with the same opinion they arrived with.

To oversimplify what was a fascinating and all too brief discussion, the polarity seemed to be "Act as you would in your home country, you are a role-model." versus "This is Japan and you'd better do things the Japanese way."

In contrast to the normal practice of addressing Japanese people as *san*, in Japanese schools, only the girls are *san*. The boys are *kun*. This works with both first and last names. Teachers are of course *sensei*.

Naturally *sensei*, like teachers in English-speaking-countries, are never called by their first names. Then again, depending on the school, teachers address each other by *san* or *sensei*.

But what about *gaijin no sensei* (foreign teachers)? Mr. MacDonald? MacDonald-sensei? Fred-sensei? Fred-san? Plain old Fred? Freddie? You get the idea. As the saying goes, this is a difficult question; there is probably no "right" answer either.

As if there wasn't an overload of titles to use, there is the highly sensitive factor of personal preference. While it would be tempting to make sweeping generalizations such as "Classes where the ALT is called sensei are more serious about learning than other classrooms." or "Teachers who insist on using their first names in class are poor role-models because teachers in English-speaking countries are called by their title." The title conundrum is clearly more complex than these bald statements would allow.

If team-teaching is to be somehow equal, might it not make sense that the students address both teachers the same way?

I have found this to be an important question on a personal level. Not because of the title, or lack thereof, itself, but because of the way the titles are used.

Those schools where things went miserably—and I admit life is not a bowl of cherries—seemed to have been populated by JTEs who sought to exclude. They seemed to use titles to assert superiority. Takemura-*sensei* but Freddie-*kun* would sum it up nicely.

On the other hand, I've noticed in what I will call "successful" team-teaching situations that the JTEs try to include me in the class, the staff room and the life of the school. The title was inclusive too.

There is no sure-fire formula, no *kata* (martial arts-type drill) for doing this "the right way". And while we're not here to change Japan, we do have to live here. We all have to make compromises and yet we struggle to keep our individual integrity as well.

Summary in Japanese ガイジン先生の呼び方は？

- 外国人教師は教室で，自分のことをどう呼んでほしいのか。
- 教室では外国人教師も日本人教師も同じ呼び方で呼ぶべきである。
- 日本人教師が外国人教師を職場の仲間として扱うことが前提だ。

教育委員会に招まれて，「どうやったら日本人教師とうまく意思の疎通をはかれるか」というテーマで，ALTの先生の研究会を開いた時のことである。「ALTの先生は教室でどんな呼び方をされるのがいいか」という質問が出た。「ファーストネーム，Mr., Mrs. or Ms.に，先生……大きくまとめると「母国のやり方で通す」派と「日本のやり方にならう」派に分かれた。

学校にもよるが，教師たちはお互いを「○さん」「○先生」と呼び合っている。ガイジンの先生についてはどうだろうか。この問題は個人的な好みも関係するので答は出ない。しかしティームティーチングが対等な立場で行われるべきだとすれば，生徒たちが両方の先生を同じ呼び方で呼ぶのが当然だろう。

ティームティーチングがうまくいかなかった学校には，ALTの先生をのけ者にしようとした日本人先生がいたそうだ。この人たちは日本人どうしで「○○先生」と呼び合うくせに，ALTの先生には対しては「××君」と呼んでいたのだという。

反対にティームティーチングの成功している学校では，日本人教師が教室や職員室などでALTの先生を職員の一人として扱っている。もちろん呼び方も日本人の同僚と同じである。

ALTの先生も異国では多少の妥協が必要だが，日本人教師のようになることはない。「だから」呼び名に関しても同じである。

42 Attitudes Benefit from Team-teaching

The new year has begun and I have just finished meeting with my first year high school English classes. This year, as usual, I began with the time-honored self-introduction. I prepared a handout—a word I've never been able to get anyone to use, they insist on calling it a 'print'—with all the usual patterns. During this lesson, one of my main aims is to introduce the students to pair-work and to the idea that it is not only OK to speak out in class but actually desirable. Having taught this particular 'standard' lesson many times in the past, I thought I had a pretty good idea how long it would take and what things were likely to happen during the hour. Well, the best laid plans... Right from the start things were different. From the word 'rei' the hands were up: "Bay-sensei, how do I do this? Teacher, please show me. Mr. Bay, I'm finished now." And they were helping each other too! We were way ahead of schedule. OK, great. On to the pair-work. "Everybody stand up!" And they did, without a moment's hesitation. "This row turn around and face that row." And they did! "Now, read your introduction to your partner, then change and do it again." And they did! The Japanese Teacher of English (JTE) and I were in shock. This went on for the rest of the day. All the classes were like this. Fantastic!

Now this may not seem like a big deal if you haven't taught in a public high school but going on past experience it usually takes a whole term to get them to this point. It's important to remember that they are all first year high school students so they do not know each other either. That is to say, the information they are exchanging in their basic introductions is probably news to their classmates as well.

Needless to say, the JTEs and I have been wondering just what is going on this year. There didn't seem to be any variable we could identify such as all the talkers came from suchandsuch middle school. My best guess is that what we are experiencing is the cumulative effect of the exposure to Assistant Language Teachers (ALTs) that the students have in middle school. It's interesting to hear comments from teachers about how there isn't enough time to teach anything in middle school classes. But my brief experience this

week—an admittedly anecdotal and totally unscientific one-trial sample, with seven Grade 10 (ko 1) high school classes i.e. exactly the same type of 'research' that many objections to the program are based on—leads me to ask questions in a new vein: Could it be that the exposure to ALTs in middle school is, of itself, valuable; not so much because of any formal pedagogical benefits *per se*, but because of the "humanization" of English language teaching in the public school classroom and by extension, the humanization of contact with foreigners? Is it possible that these students have come to the conclusion, apparently independently—it was their first day with me and their first week in a new school—that it is OK to speak English? And here is the biggie: Could it be that the students have learned from their middle school experience that they can make mistakes and that they don't have to be perfect?

Comments regarding the JET program, like the traditional English teaching methods, seem to be based on a sentence-level analysis i.e. the students were or were not able to raise their test scores or improve their vocabulary by X amount so the program is or is not successful. I wonder if this might be the wrong tack to take. If this week's experience is anything to go by—and I am fully aware of the caveats that must be applied here—the type of analysis the program has been subject to may be expanded to include the question of attitude. At this point I have no idea what my new students' English ability is. Their entrance examination test scores do not seem to vary remarkably from those of the two previous first year classes I have taught at that school. Yet their behaviors are different—markedly outgoing, and their attitudes are different—markedly confident and actively involved. Maybe the real benefit of team teaching can be found in positive changes in *attitude* on the part of both JTEs and our Japanese students. It seems that my new students have been the beneficiaries of some fine team-teaching.

Summary in Japanese ティームティーチングで生徒のやる気を

- 最初の授業から積極的で，協力しあっていた今年の新入生
- 中学時代のティームティーチングの効果が表われたのか
- 生徒の"やる気"の変化もティームティーチングの評価基準に

高校1年の最初の授業は，自己紹介の練習でペアワークのやり方と声を出すことの大切さを教え込むことから始まる。

ところが今年の新入生は初めから積極的に質問し，お互いに協力して教えあっていた。ペアワークの練習に入ると，指示をおりに動き，実にスムーズに自己紹介の練習ができた。過去の経験ではここまでするのに1学期間はかかった。だからといって今年の生徒が特別な中学から来たわけでもない。

これは今年だけの現象かもしれないが，中学校でALTの先生とふれあった経験が積み重なってこのような効果をもたらしたと推測できる。生徒たちは「英語を使ってもからかわれる心配はない」「間違いを恐れる必要はない」ということを体得してきたのだろう。

残念ながら，ティームティーチングの評価も，伝統的な英語教授法にならってテストの点や単語力などに基づいて行われているようだ。しかし，ティームティーチングの効果を分析する場合，「やる気」の問題にまで視野を広げるべきではないだろうか。

今年の新入生の入試得点は過去3年間と大差ない。にもかかわらず，彼らはきわめて自信に満ち，授業に参加しようとしている。ティームティーチングの本当の成果は，日本人教師や生徒たちの個の態度がこのように前向きに変わっていくことの中に見いだされるのではないだろうか。

43 It Takes Two to Team-teach

U.S. Ambassador Mike Mansfield might forgive me if I modified his pet phrase somewhat: 'The JTE-ALT relationship is the most important relationship in the team-taught classroom, bar none.' When teaching situations vary from 'one-shots' where the ALT and students meet once or twice a year, to long-term relationships where the ALT is invited to help prepare materials and set examinations, it is of course difficult to generalize about the nature of the ALT-JTE relationship. However, the exercise is one worth doing: readers of the Daily Yomiuri's English Education page will notice that a great deal of attention is paid to the search for The Ultimate Teaching Method, the 'one size fits all' perfect solution to managing the ALT problem.—in essence, the Holy Grail of Team Teaching... While the search for The Method continues, life for those of us who struggle at the 'chalkface' continues. To be fair, a lot of JTEs are happy to see us in their classrooms; even if they are slightly baffled as to what to do with us.

On the other hand, there are JTEs who are uncomfortable or actually against the program. In the extreme, some of them resort to the 'It's up to you...' approach to lesson planning. (Also known as the give 'em enough rope to hang themselves method) At the opposite end of the political spectrum we find the 'put 'em on a short leash' school of thought. This type simply divides everything in the classroom into two categories: students and furniture. There may be ALTs who sometimes find themselves looking in the mirror for the 'repeat' switch which seems to have suddenly located itself on their foreheads.

It could perhaps be said that these two stereotypes of JTEs are attempting to solve what they see as a problem by either taking total control, or, alternately, giving up control more or less completely. It may well be that the JTEs in these situations are simply afraid; afraid to make a mistake in front of a native-speaker, the class or their peers. And in similar circumstances, who wouldn't be? How many ALTs, if they suddenly found themselves teaching Japanese in their home countries, would welcome the type of 'constructive' criticism fre-

quently found on these pages? If that is the case, then ALTs who take the time to establish rapport with their JTE counterparts will find themselves well rewarded. Even if they know they will never meet that teacher again, taking a few of those precious moments before the class or during the break to try and break the ice will pay dividends; if only because their day has become that much more pleasant.

By and large, most ALTs, regardless of their teaching situation, probably find that their brief encounters with their JTEs concentrate on the material or method for that class. Sometimes I have found myself wondering if all this concern was really a coded question: 'Will I be embarrassed by this person who is intruding into my classroom? Can I trust him or her?' The more ALTs can do to encourage the JTEs to feel safe around us, the more trust we can engender in our encounters with our Japanese opposite-numbers, the more success we are likely to have in *team-teaching*.

At the same time, JTEs who are willing to take a few minutes to find out about *their* ALT—who they are, why they came to Japan and what their ideas for this class are, and who really listen to the answers—may well find that the often adversarial relationship will dissolve into one of mutual cooperation. Mutual trust and respect can be the foundation of genuine communication. Indeed, what better example for the students than to see their regular Japanese teacher of English reacting in a positive way to the ALT who is there as both English teacher and, perhaps more importantly, as a representative of his culture and by extension, of the world beyond Japan's shores?

Note: Assistant English Teachers (AETs) are university or college graduate foreigners invited to teach English in Japanese public secondary schools. Recently the more generic "ALT" Assistant Language Teacher has come into vogue. There are ALTs of English, French and German. There is a separate program for Chinese, Korean and Russian. Japanese English Teachers (JTEs) are the regular Japanese

teachers of English. The Japan Exchange and Teaching (JET) Program is jointly managed by the Ministries of Education (Monbusho), Foreign Affairs (Gaimusho), Home Affairs (Jichisho) and various local governments. ALTs are also employed directly by prefectures (provinces), municipalities and local governments. There is a bit of a trend for local school areas to skip the expensive "import" ALTs recruited abroad in favor of direct local hire. Enterprising teachers can put together a direct contract with one or several schools and "create" their own position.

Regardless of the source of the ALT's income, the nature of his or her work is unaffected. The conditions ALTs encounter depend upon the individual school, classroom or student, rather than on who pays their salaries.

Summary in Japanese 2人いてこそティームティーチング

- 外国人教師を喜んで受け入れようとしない日本人英語教師もいるが…
- 外国人側が親しくなろうと努力すれば信頼感が生まれる。
- 日本人側が相手の人柄を積極的に知ろうとする姿勢も必要だ。

ティームティーチングの授業では，日本人英語教師とALTの関係がとても重要だ。自信がないながらも喜んでALTと共に授業に取り組んでいる教師は多い。一方，ティームティーチングはやりにくいと思っている教師やこの方式に反対意見を唱える教師もいる。

彼らには2つのタイプがある。ALTと関わり合いになるのが嫌で“ALTの勝手にやらせる”タイプと，何もかも自分でやろうとして“ALTをテープレコーダーのように扱う”タイプ。しかしともかも，ALTや生徒や同僚の前で間違えたくないと，かまえているだけなのだ。

ALTと日本人教師が話をすると，とかく授業や教材中心の話題になりがちだが，わずかな時間をさいてALTが日本人教師とうちとけようと努力すれば，気持ちもほぐれていく。日本人教師がALTを身近かに感じれば，信頼感も生まれ，ティームティーチングもスムーズに進むだろう。

同時に，ALTの人となりを積極的に知ろうとする日本人教師も，ALTとの協力関係をうまくつくることができる。互いに信頼し，尊重し合うことから真のコミュニケーションが始まるからである。

日本人教師とALTが，英語教師としてだけでなく，異文化をになう人間どうしとして付き合うことができれば，生徒にとって最高のお手本になるにちがいない。

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44 JTEs Unfairly Rapped as Rules Change

I love reading Calvin and Hobbes which regularly appears in the Daily Yomiuri. One of my favorite themes is when they are playing a game which seems to have no rules, or rather, Calvin and Hobbes change the rules from one second to the next. Sometimes I suspect that the real game is finding out what the rules are. Japanese teachers of English (JTEs) in middle schools and high schools might see themselves all too clearly in this comic strip.

Since the Meiji Restoration (1868-1912), JTEs have been expected to teach English using the Grammar-Translation method. That was the rule (Let's call it Rule 1) and they played the game well. Then the "communicative" movement came along and JTEs were expected to teach the students to "communicate" orally (Rule 2: Good JTEs teach now students to speak English). Teachers, especially older JTEs, who were never expected to know how to speak English, let alone teach it, were suddenly being blamed for their "failure" to follow Rule 2. Let's call this the Revisionist Critique of the Japanese Teacher of English. (Rule 3: Anyone can make up a new rule and blame any person or situation in the past for not following the—then—nonexistent rule)

Today's adults—the students of yesteryear—complain that they cannot speak English (i.e. follow Rule 2). Yet, at the time they were students, they may have demanded the best possible coaching to pass

the notorious Rule 1-based university entrance examinations. Sometimes the memory plays convenient tricks.

Some of the younger generation—under 35—teachers I know try to use "communicative" (Rule 2) approaches in their classes with varying degrees of success. In what we might call "high level" high schools, for example, they often report meeting stiff resistance to the oral approach. Evidently this is because the students—and their parents—often feel that they have no time to learn how to speak English. (Rule 4 says it's unfashionable to admit you prefer to play by Rule 1.) So some teachers are pressured to appear to play by Rule 2 while actually playing by Rule 1. Confused? Good, I'm winning!

In lower-level high schools, it often seems to be OK to be communicative, experimental, radical, 'soft'—as the case may be because the students don't have to face the exams. (This is Rule 5: Only the fit survive.) In other words, it's OK to really teach them English because they aren't going to go to university anyway. (Rule 6 says that we can't admit that schools have different standards but Rule 7 says teachers can vary their approach to English teaching as long as they do it quietly.)

Just to keep the game interesting, some new players were introduced over the past few years. Originally known as "Monbusho Fellows" and now known as Assistant Language Teachers (ALTs), many of them walk into the middle of the game and not only feel they know what's going on but think they are qualified to be coach, referee and star-player all rolled into one. Just like that. (Rule 8 says that outside criticism can be used to bring about internal changes (*gaiatsu*) while Rule 9 says domestic players must not criticize the game publicly.)

Students, parents, the public at large, ALTs, the domestic media, the international media, business and government all seem to have targeted Japanese teachers of English. This is Rule 10: Always blame the JTE.

I'm going to make up my own Rule, No. 11 which says nobody can criticize another player until they've tried to thoroughly understand his or her situation.

Summary in Japanese いつも責められるのは英語教師

- 伝統的な文法訳読方式から"話せる英語"教育への転換
- 話せる英語は「進学校」でなく「底辺校」で成果をあげている
- 日本人英語教師は批判の矢面に立たされがちであるが…

明治維新以来，日本の英語教育はもっぱら文法訳読法だったが，コミュニカティブ運動が起こり"話せる英語"を教えるようになった

教師の中には"話せる英語"を教えるところか自分で話すこともままならない人もいて，彼らはたちまち非難の矢面に立たされた

最近のオジサンたちは"話せる英語"が身についていないとこぼすが，彼らの時代はまた文法訳読方式で大学入試合格が目標だったはずだ．現在でもいわゆる「レベルの高い」高校では生徒や親たちが受験勉強を優先するため，オーラル・アプローチに根強い反発があるらしい．この種の学校の先生は文法訳読方式で教えつつ，表向きは"話せる英語"を取り入れているように見せなければならない

一方レベルの低い」高校では"話せる英語"を思い切って実験的に教えることができる．大学受験の必要がないから本来の英語教育ができるというわけだ

ところでALTの先生たちが登場したのは数年前．時はまさに"話せる英語"への移行期であった．ALTの先生は事態を理解したと思いこみ，コーチ，レフェリー，スターブレイヤーの3役を買って出た．学生や親，ALTの先生，世論や内外のメディア，政財界などの批判の対象はここでも日本人教師に集中してきた

日本人教師の名誉のために一言いいたい．他人を批判する時はそれまでのいきさつを完全に理解してからにすべきではないだろうか

Part 6

"ET" The ExtraTerrestrial English Teacher

プロフェッショナルとして生きる

45 The Many Faces of Teaching English in Japan

Ever had the experience of being at a party or other gathering and coming to that inevitable point where you're asked "And what do you do?" and watching them click off when you say you're an English teacher? It certainly can be infuriating!

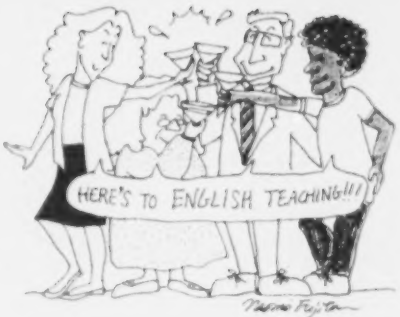
English teacher—it sounds like a simple enough job title. All it takes is a B.A. (Bachelor of Arts) and a passport from a country where English is spoken as a native language and you're employable. And if you don't have a B.A., well there are enough people who have graduated from Photo-Copy University to suggest that that need not be a serious impediment to individual participation in the multibillion-dollar English teaching business in Japan. Who says free enterprise is dead?

Yet few jobs are as varied. If you try to come up with some sort of categorization of types of English teaching situations, you would have to include: full-time, part-time; primary, secondary and university level; private language schools and private lessons. But this is only the surface, if you dig deeper, you find all sorts of variations. Of course, many teachers have a mix of jobs.

Twenty years ago, it seems that there were very few language schools in operation. They tended to be mom and pop operations for the most part. "Mom" was typically the Japanese wife of a foreign "pop". Then a major change seems to have occurred and everybody from the punch-perm set looking for visas for entertainers, to people who couldn't hack it as *fudosans* (real estate agents), to religious groups to major companies creating outplacement work for their employees started to open language schools.

In public schools, one sometimes gets the impression that Japanese ability is more important than English teaching ability. Private language schools often seem to have hiring "profiles", some seem to want young fashionable types—being blonde is definitely a plus. Others like the mature business type—grey hair and master's degrees only need apply. Then again, some places operate on the pay'em-as-little-as-possible principle, and could care less what the teachers look like—for as long as they keep showing up. Others don't hire people

who aren't "fresh" and get rid of staff once they lose that "Gosh! Japan is so serene." look in their eyes. Blacks and Asians reportedly have a tough time. There are schools too, where anyone would be proud to work; staff turnover is low and morale is high.



In recent years there has been a downward tendency in wages. This probably has several causes. Visas are now issued much more easily, especially the working-holiday visas granted to Australians, Canadians and New Zealander so more workers are available and fewer need sponsorship. Then again, intense competition, especially in the metropolitan regions like Tokyo and Osaka have driven fees and consequently wages downward as well. *Endaka*, the rise in the yen's international value has meant that yen-based wages go much further when converted into foreign currencies.

There are shifts in the profile of the students as well. The "baby-bust" is here. Elementary and middle schools are closing, the number of high school classes is getting smaller and this will reflect itself in university closures in the future. This is having the positive effect of forcing universities to come up with innovative programs if they want to attract students. It will likely mean that these programs may get the official approval they might not have gotten otherwise.

Although few employers seem to understand what EFL (English as a Foreign Language) qualifications actually are, job ads routinely demand a Master of Arts in EFL. Since graduate schools are producing MA-EFL holders, this will have a great effect on the market as well.

There is a shakeout coming in this industry.(written in 1992) Even as wages fall, the demands for higher qualifications will rise. More people will be competing for fewer jobs. Many private language schools will fail and fewer regular schools—primary, secondary or tertiary will be hiring. As more teachers will be able to produce qualifications such as the MA-TESOL, those without may be squeezed out or find their horizons limited. Being an English teacher in Japan is unlikely to get easier in the years ahead.

Note: While this may seem like old news, the fact is that EFL is subject to the same economic forces as the rest of the economy. There is a certain "inelastic demand" for English lessons from internationally oriented businesses, the formal education sector etc. but much of the market is of the "perk" or "entertainment" variety. The "frill" classes are the first to be cut when businesses face a downturn. Looking at this column in 1997, as the economy starts to pick up again, but the yen sinks through the floor, the "boom-bust" nature of the "frill sector" of EFL in Japan is clear.

Times have probably changed and new-hires are much more likely to be either TESOL qualified (e.g. MA in TESOL, or other qualifications) or other subject teachers who have been laid off in their own countries. These non-specialists certainly have the classroom skills and background in educational theory to quickly adapt to the needs of the Japanese EFL classroom. Either way, any increase in the professionalism of TESOL teachers can only be good for EFL in Japan.

Summary in Japanese 英語教師残酷物語

- 大卒で英語圏のパスポートがあれば，誰でも英語教師になれる
- 日本語力，外見，学歴など，学校によって採用条件は異なる
- 賃金は下がる一方，高度な資格を要求する時代になりつつある

英語教師は元手のかからない商売である．文学士の資格と英語圏のパスポートを用意すれば職にありつける．小規模な会話学校が数えるほどしかなかった二昔前と比べると，猫も杓子も会話学校を経営し始め，日本の英語教育産業は今や年商10億ドルに達している．

英語教師の仕事の中身はさまざまであるが，要求される力量も多様だ．例えば会話学校では，英語を教える技術より日本語を使いこなす能力の方が重要視される．語学学校の中には外見で採用する所もあるようだ．落ちついたビジネスマンタイプを好む学校もあれば，若くてカッコいい外国人を揃いたがる学校もある．一般に教育理念のしっかりした学校ほど，教師にやる気があり転職者も少ない．

最近は英語教育産業界も厳しくなってきている．ビザがこれまでより容易に発行され，しかもオーストラリア，カナダ，ニュージーランドの人にはワーキングホリデービザが適用されるので保証人の必要がなくなった．また大都市圏では語学学校間の競争が激化し，そう簡単に授業料を上げるわけにはいかない．当然賃金は上がるわけだ．さらに少子化が学生数の減少を招く．

賃金は上がる一方，EFL（英語教授法）の修士号のような高度な資格を持った人に対する需要は増えている．

これからは倒産する語学学校も増えるだろうし，教員採用の数も減るだろう．外国人教師にとって冬の時代がやってくる．

46 New Foreign Teachers in Japan Must Overcome Culture Shock

New-comers to Japan face many hurdles. Some of these obstacles are obvious and to be expected—teachers need a work visa before they can work; a job before anyone will consider renting them an apartment. Others, such as having a *hoshonin*—a personal guarantor—are specific to Northeast Asia, in this case, Japan. Japan has its own rules and newcomers must find out what they are before can decide whether they agree or disagree with them. "Culture shock" sets in as newcomers realize things are different; acculturation occurs as they gain success at finding their own solutions to the challenges of life in Japan.

After an initial "honeymoon" period lasting from a few weeks to six months or so, culture shock typically begins to set in. Interestingly enough, research suggests that culture shock peaks after six years in a foreign country and tends to run on three year cycles after that. Of course, everyone is different to some extent.

New teachers should be aware that excessive fault finding with "Japan" is often merely a symptom of culture shock. As new teachers become more accustomed to life in Japan and gain basic survival skills—become acculturated—it is useful for them to occasionally reflect on the fact that those Japanese with whom they come in contact probably experience a bit of culture shock too.

Japan is a society where relationships—introductions, invitations, connections, friendships, and various old-boy networks—are considered extremely important. In fact, relationships are often given as much or more weight than formal qualifications or professional experience. New teachers should spend time making connections and learning how to do things the Japanese way. Joining the Japan Association of Language Teachers (JALT) or the Association of

Canadian Teachers in Japan (ACTJ) is a good way to meet other language teachers for example.

For newly arrived English teachers, the time between first landing in Japan and finally receiving the key to their own humble *apato* (wooden apartment building) or *mansion* (ferro-cement apartment building) can be used for more than just job-hunting. It is also the best possible time to look around and consider carefully just what they are getting into. What they are experiencing now is Japan—the real Japan, their Japan. They may not know the language and the transportation system but they can make up their minds about some major aspects of life here. If the jostling crowds, the long train commutes or the all-night motorcycles are more on their minds than how much they enjoy being here, then they should seriously consider cutting their losses. Or, if they begin to suspect that teaching is not for them, they should take the hint before it gets worse.

Contrary to the popular stereotype, Japan is not really a good place for foreign teachers to make a quick buck; at least, not anymore. So if newly arrived language teachers are not willing to stay in Japan for at least three years, I think they are unlikely to do too well financially. This can be a shock too.

During their first year, they are getting set-up. They will likely live on their small capital and may even have to borrow some money to tide them over. Unless they arrive financially prepared—with $5000 to $10,000 in cash—the first year is a financial loss. This means it may take two years just to reach the break-even point. By then, culture shock will have subsided, they will have lots of friends, a good job or two and a healthy outlook on life in Japan.

Learning to cope with culture shock is one of the most important personal skills needed to be a successful teacher of English as a foreign language.

Note: Note: The Association of Canadian Teachers in Japan (ACTJ) is open to all. Contact ACTJ c/o Setagaya Village, 8-1-1 Kitami, Setagayaku, Tokyo, 157, Japan. email: japan@tesl.ca
http://www.rtslab.ubc.ca/japan/home.htm

Summary in Japanese カルチャーショックの上にも3年

- 日本はコネ重視の社会なので、人間関係をないがしろにしないこと。
- 日本の生活や英語教師に向いていないと思ったら早めに見切ること。
- 1年分の資金持参で来日し、3年間頑張れば見通しがつくだろう。

外国人が日本に来ると様々な問題にぶつかる。来日後しばらくして日本の文化が自国のものと違うことを認識した時、カルチャーショックに襲われる。しかしその後、様々な問題を片付けながら生活するうちに日本社会に適応していくことができる。

日本では知人の紹介や招待、コネ、友人関係、学閥などの人間関係が非常に重要視される。だからコネを作ったり日本流の生活の知恵を身につけたりすることが大切になってくる。

また、来日してから住まいを決定するまでの時間はとても重要である。この期間の日本の印象がこれからの生活を左右するからだ。人ごみやラッシュや騒音が気になるなら考え直したほうがいい。教師という仕事が性に合わないと思ったら、早めにやめたほうがいい。だいたい外国人教師は、世間でいわれるようにはお金を稼ぐことはできない。3年間は日本で頑張らないと黒字にならない。

最初の1年間は準備期間で、用意した資金で暮らしていかなければならない。現金で5000ドルから1万ドルは必要だろう。2年かかってやっと暮らせるようになる。そのころにはカルチャーショックもおさまり、友人もたくさんでき、収入のよい仕事もいくつかは見つかる。日本での生活にようやく見通しがつくのである。

それまでカルチャーショックをうまく乗り越えることが、英語教師として成功する重要な鍵となるのである。

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47 Survival Kit Essential for Would-Be Teachers

Starting out fresh in a new country is probably one of the most challenging decisions we will make in our lives. If we are beginning a new career—teacher of English as a foreign language—as well, it can leave us totally overwhelmed! Unless we've put some time and effort into learning just what we are letting ourselves in for.

A brief sketch of the stages we will typically go through in our quest to establish ourselves in Japan may include the following: We first heard about teaching in Japan while travelling or perhaps from someone who was already here. We may have read John Wharton's now classic book "Jobs in Japan." Perhaps we heard that absolutely anybody could get a job as an English teacher in Japan—and hoped it was still true.

Full of enthusiasm but probably short on cash, we headed for Tokyo's Narita International Airport. From there, especially if we did not know anyone already established here, we moved into a *gaijin* house.(flop house for *foreigners*) The next step involved waiting for the Monday morning edition of the English-language *Japan Times* newspaper and booking as many interviews as we could in pursuit of that elusive prize—visa sponsorship and a job, the potential income and the security that come with it.

There's usually a catch—in this case it's a "Catch 22." We didn't know anybody because we just got here. Nobody wanted to be the first to hire us because we didn't have any "Japan experience." We didn't have a sponsor because we didn't know anybody. And we may have gotten that sinking feeling that maybe it wasn't going to be so easy after all....

Meanwhile, of course, we were running out of money and beginning to hear stories about how much it will cost to pay the six months "key money" up front (even more in *Kansai*, the area around Osaka). And then we had to buy at least a *futon* (Japanese-style mattress) and a pillow.

If we are planning to start out looking for work in the teaching field in Japan, we must realize that the job situation is getting tighter. The fact is that about 10 years ago, it was probably true that teaching

jobs were pretty easy to come by. In the cities, those days are gone. If we live in the country, work will find us.

When asked, I tell people to bring a "survival kit" containing the following: Cash, lots of it, at least $10,000. Of course, most people who haven't been here before think that's nuts. "If I had that much money, I wouldn't need to work in Japan!" they say. Well, how much is a month or two in a gaijin house, an air ticket, six months key money and a Big Mac a day? Work it out.

Our university diploma. Yes, the original. I know mother has it hung on the living room wall but we need it here, now, for Immigration. A transcript won't do. And hanging around waiting for it to come in the mail will cost us time and money later.

Naturally, we'll need a resume tailor-made for Japan. Philip Jay Lewitt's excellent article "How to Resume: The Job Seeker's Best Friend" which appeared in the October 1991 issue of "The Language Teacher"published by the Japan Association of Language Teachers (JALT).We should pack a "dress for success" wardrobe too.

It will always be true that some people can just get off the plane and walk into the most incredible jobs. But the competition for sponsored teaching positions has radically increased in the past few years. If we come with both eyes open, are ready to commit ourselves to learning how to do things the Japanese way—guarantor, key money and all—we are likely to be both successful and happy here.

Summary in Japanese

外国人教師の生き残り大作戦

- 情報を鵜呑みにして英語教師になろうと来日する外国人たち。
- 今の日本では、保証人なしで英語教師の職に就くのは難しい。
- 現金、卒業証書、履歴書、スーツなどを揃えて来日すべし。

来日する外国人の典型的な職探しは次のような経過をたどる。

まず、日本に行けば誰でも間違いなく英語教師の仕事に就けるという情報を耳にする。懐は寂しいが、やる気は満々で成田に到着し、知り合いがいなければ、ガイジン専用のアパートにとりあえず落ち着く。月曜の英字新聞求人欄に目を通す。そしてできるだけ多く面接の機会をつくる。うまくいけばビザの保証人や働き口が見つかるわけだ。

しかし、そうそううまくいくわけではない。最近では、保証人もなく日本での生活経験もない外国人を雇うところはあまりない。そのうち手持ちのお金はどんどん減っていく。

10年前とは違い、特に大都市圏では英語教師の仕事を見つけることが難しくなっている。生き残りをかけて、とりあえずは次の4品を来日前に用意していただきたい。

まず現金。少なくとも1万ドルは必要だろう。航空券、6カ月分の家賃、食費など、ざっと計算してみるとよい。

次に卒業証書。コピーでは駄目である。

また就職先に提出する履歴書もあらかじめ書いておくこと。

最後にリクルートスーツも忘れずに！

外国で新しい仕事を探すのは不安なものである。安定した仕事に就くための競争はここ数年激しくなってきている。しかし日本流のやり方をきちんと研究しておけば、良い仕事も見つかるし、楽しく暮らせるのでは。

48 Teachers: It's Often Not What You Do, It's How You Look that Counts

In the field of TEFL (Teaching English as a Foreign Language) defining professionalism can be pretty slippery. Are you a good English teacher? Does your employer know that and reward you accordingly? A qualified English teacher? Does it make any difference? A professional English teacher? Can anybody tell your work from the "amateurs"? Are you in Japan for the ride, white knuckling it, dreading every class.? Do you blanch when the boss asks to see you? Do you live in fear of student complaints? However you answered these questions, you are not alone.

Is TEFL in Japan a job or a profession? Are English schools in Japan—of whatever stripe—academic institutions or businesses? And does it matter from the schools' point of view?

One of the traditional ways of dealing with this question of professionalism is to discuss qualifications. The basic argument goes something like this: 'professions' are distinguished from 'jobs' in that the general public is incapable of distinguishing the quality of the skill performed. In other words, it would take a qualified neurosurgeon to evaluate the quality of a colleague's work. Well, yeah, but neurosurgeons we ain't so how are we evaluated and how does that relate to professionalism?

In Japan, it seems to be the case that teachers are hired on the basis of their image and keep their jobs on the basis of their produc-

tivity and their rapport with the students and the office. Naturally this is essentially true of all jobs in most countries but somehow the contrast seems sharper here.

Unless we have a personal introduction, we are usually hired on the basis of our image. Image typically includes looks, age, race, nationality, manner of dress, claims made on the resume, degree and/or qualifications.

Once we have the job, we are evaluated on the basis of our productivity. This includes the basics: do we show up without fail; are we consistently on time; can we find unfamiliar sites or do we have to be met at every station etc. Often, the more hours we handle, the more productive we are judged to be. Many commercial schools actually have an accounting formula which is used to assess the cost-effectiveness *(genka ritsu)* of individual employees.

Finally, we are evaluated by our rapport with the students—two complaints and you're dead—and with the staff—make a lot of time-consuming demands and you're a problem. And problems are dealt with summarily. So sorry.

What's wrong with this picture? It is likely that your students attendance etc. will be tracked more carefully than their English progress. Yet isn't teaching what we're all about?

Imagine yourself trying to judge the quality of a teacher's work in a language you do not speak—Urdu or Mongolian or Hopi for example. There is no great Japanese conspiracy here: Few people can genuinely judge a foreign language teacher's competence. Both the students and the school staff, for obvious reasons, are forced to rely on what they see and hear.

In the absence of a clear consensus as to what TEFL professionalism in Japan is, it is largely up the individual TEFL teacher to define his or her own professional self. In the final analysis, our professionalism is demonstrated by our attitudes, preparation, sincerity, sense of humor and common sense as individual practitioners seeking to Master the Art of Teaching.

Summary in Japanese あなたは英語教育のプロですか？

- 専門職としての英語教師の仕事は生やさしくない。
- 学校側は勤勉さや人間関係などで外国人教師を評価する。
- 英語教師の仕事内容を評価できるのは教師自身である。

日本では、専門職として英語教師の仕事を評価する基準はあいまいだ。しかも、英語教師という職業が「普通のお金を稼ぐだけのための仕事」か「専門職（知的職業）」かは、勤める学校によってもかわってくる。

とかく外国人教師は、外見、年齢、国籍、身だしなみ、経歴、資格などで採用され、就職後は出勤状況や受け持ち時間数などの勤勉さ、学生や職員との付き合い方などで評価される。ここで問題なのは「学生にどれだけ英語力をつけたか」という点で評価されていない現実である。

古くから専門職には資格が必要だと考えられてきた。つまり「普通の仕事」と違って、資格のない一般の人にはその仕事の中身を評価することはできないはずである。もし、ウルドゥー語やモンゴル語のような自分の知らない言語を教えている教師の勤務評定をしろと言われたらどうするだろう。そう考えれば、日本人の中に外国人英語教師の力量をきちんと評価できる人はほとんどいないことは容易に想像がつく。ましてや語学学校の生徒や職員が外国人英語教師の仕事ぶりを正しく評価できなくとも無理はない。

結局、英語教師の仕事内容を評価できるのは教師自身なのだ。教師としてのプロ意識は、教育に対する姿勢、授業準備、誠実さ、ユーモアのセンスや常識などに現れているはずだから。

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49 Getting the Right Teaching Job

Getting a job as an English teacher in Japan takes a combination of luck, skill and qualifications. But getting the "right" job is often more important that just getting "any" job. Remember the old adage: "Marry in haste, repent at leisure."

Are you looking for a sponsored job that gives you lots of hours so you can pay off your student loans or save up enough to live on for a year in Goa, or is playing *kendo* or learning Japanese your passion? One of the most common sources of misunderstanding between employers and employees arises from the type of contract offered by a sponsoring school. Some offer lots of hours, in fact they demand that you be available most of the time. That should suit you fine if you are interested in saving a serious amount of money. On the other hand, if you are primarily looking for visa sponsorship so that you will be free to do something else, you will want to find an employer who is looking for a minimum commitment—usually for the "Golden Hours" 6 p.m.-9 p.m., Monday to Friday.

Apparently under the new visa rules, it seems that some *established* teachers can self-sponsor (for a visa renewal, but not a first application. This is very much case-by-case.) if they can show contract(s) amounting to a monthly income of ¥250,000. Naturally this is case-by-case, but it does offer flexibility. Many—but certainly not all—of the complaints teachers have about contracts result from having no clear idea about the rules. Unfortunately, the rules change all the time: since the economy is slowing down, there are fewer jobs, yet immigration procedures are becoming easier than in the past while employers are becoming even pickier about whom they hire.(By 1997, Immigration was said to be getting tighter again.)

Your first contact with a potential employer is likely to be via telephone. Some companies have a checklist of things they want to know about potential teachers. You should make your own checklist as well. Just as you are being interviewed on the telephone, you should be interviewing them.

If the phone call goes well, other members of the staff may contact you. A call from a native-speaker of English is often made to gauge

your accent—something the Japanese staff can't do easily. Far from being petty annoyances or signs of a disorganized office, these calls usually indicate genuine interest in you.

Remember which job it is you're talking about. It's easy to book three interviews on the same day and later get them mixed up. Make careful notes of whom you talked to and what you talked about—both on the phone and at the interview. Some companies run different ads with the same phone number. A good system is to clip the ads you call and glue them to a piece of paper. As you sort the information by telephone number, staff names and clipping, be sure to classify jobs according to the characteristics you are looking for. In addition to type of contract, hours, train route, type of student, pay and benefits, you should be very interested in gauging the people you will work with and for. Sounding "nice" on the phone may seem unimportant when what you really need is a job but if they treat you well on the phone they may well be pretty good in other areas as well. This cuts both ways of course

A well organized job search with carefully thought out selection criteria can save you a lot of grief. You may not get exactly the job you are looking for the first time around but you will be working toward it. You will know where you are going and well.

Speaking as someone who has made a lot of money at different times in EFL, I can say that within limits, I'd take less money from a better employer than put up with a lot of abuse even if the money is somewhat better.

Summary in Japanese 英語教師の就職マニュアル

- 英語教師の職探しの前に就職の目的と学校側の条件を確認。
- 最初の電話連絡に向け，雇い主側についてチェック事項を準備。
- 学校に関する情報を整理し，希望する仕事内容と照合する。

日本で英語教師の職に就くには，自分の目的を見極めることが重要だ。できるだけたくさんの授業をして，とにかくお金をためたいのか，日本文化を研究するなど他の目的があり，仕事はあくまでビザのためなのか，あらかじめ明らかにする必要がある。

前者には，朝から晩まで授業をしてほしいと願む学校がぴったりである。後者なら，平日の夜だけ授業を担当すればよいという雇い主を探せばいい。

外国人英語教師の契約にまつわる不満は，ビザに関する規則を理解していないために生ずることが多い。困ったことにビザに関する規則はよく変わるし，日本経済の悪化も手伝って，雇用事情は安定していない。

最初雇い主側は電話で連絡をとってくる。雇う人物についてチェックリストを準備している学校もあるので，こちら側も学校に関して確認する項目を決めておくとよいだろう。電話での話がうまくいくと，別の職員が連絡をとってくる。ネイティブスピーカーから電話がかかってくる場合は主にアクセントチェックが目的で，学校側はこちらに関心を示していると考えてよい。

1日に3件くらい面接を予約することもできる。電話でも面接でも，誰ととんな話をしたかメモしておくといい。学校の電話番号，職員の名前，求人内容などの情報を整理分類したら，自分の本当にやりたい仕事内容とよく照らし合わせることも忘れずに！

1.0

50 Good Reasons for Taking Vacations Back Home

It is generally assumed that teachers of foreign languages should, from time to time, take vacations in the countries where that language is spoken to keep up their linguistic skills.

Certainly in Canada, German teachers would be expected to visit Germany every other year or so; French teachers would at least make a trip to the province of Quebec every few years. But I think teachers of languages who live abroad—native-speaker teachers of English living in Japan, for example—should also make an effort to visit their respective countries.

When native speakers live abroad for some time, their manner of speaking can change. Like elementary school teachers, native-speakers who live and work in Japan often get into the habit of speaking in slow, carefully phrased, perfectly enunciated sentences with much repetition and redundancy. This is part of a syndrome known as "teacher talk." But when they go back, their English may sound strange to "normal" i.e.unacculturated native speakers.

Ironically, the more acclimatized you become to Japan the farther you move away from being a "normal" native speaker. I wrote this from Canada and I must confess it took me some time to get used to the wider variety of English available there. There are many different accents— because of immigration, varying levels of education and teen talk to name just a few contributing factors.

As I often say in this space, you can't really teach language without relating it to culture. Culture is constantly changing and language moves with it. That summer, I noticed how "standard" my speech is.That is, I speak very correctly, pretty much like a textbook.

And I couldn't catch some references in conversation: I don't know much about Canadian politics (I left Canada in 1978) so when Canadians moan about the new Goods and Services Tax (GST), which evidently became the new Canadian equivalent of talking

about the weather, for example, I really had no idea of the history of the issue. Or the Blue Jays (baseball team).

And for sure I wasn't used to people striking up conversations in supermarket check out lines any more. And all that eye contact! I can really see how it bothers people who aren't used to it. Nobody cares about the Japan-U.S. trade deficit or the yen/dollar rate either!

My point is that living in Japan, native-speaker teachers tend to focus on language, but if we stay for a long time and don't go back reasonably frequently, we may begin to lose our feel for our own culture.

My own case may be extreme, abroad since 1978 with only half a dozen trips back, but several of my friends and colleagues are in the same situation.

So, as a matter of professional obligation to your students, take vacations!

Summary in Japanese 帰去来

- 外国に住んでいる語学教師は、たまに休暇を取って帰国すべし。
- 外国暮らしが長いと、ゆっくりはっきり繰り返し話すようになる。
- 母国を離れていると文化的な変化に追いつけなくなってしまう。

カナダでは、ドイツ人の語学教師は2年に1回くらい帰国することになっているフランス語の教師なのは、2、3年に1回はケベック州などを旅行する。

このように外国に住んでいる語学の教師は、たまに休暇を取って帰国するよう心がけるべきである。

外国暮らしが長いと、喋り方に変化が起きる。文を短く区切って、ゆっくりはっきり発音する習慣がついてくる。不必要な繰り返しまで増えてくる。小学校の先生のような話し方になってしまうのだ。こうなると純ネイティブスピーカーには変な美語に聞こえてくる。

そのうえ、自国を離れている間にその国の文化はたえず変化し、言葉もそれに伴って変化する。いざ帰国してみると、自分の国の文化がどうなっているのか、さっぱり分からない。スポーツの話題にもついていけない。

見知らぬ者同士がスーパーのレジを待ちながら親しげに立ち話をしている光景も、日本暮らしが長い筆者には異様に映る。長く外国暮らしをしていて帰国する機会が少ないと、逆に自国の文化に違和感をもってしまうことがある。

さていようか、言葉はその背景にある文化と切り離して教えることはできない語学教育のプロとして、生徒たちのためにも、休暇を取って、帰去来!

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51 Journey's End: Make Your Peace with Japan

As *Monty Python* would say: "And now for something completely different." Let's say that your adventure in Japan has worked out well. You've been here for a few years now. You've gotten past all the start-up hurdles: You found a real estate agent (*fudosan*) who set you up with a place of your own though you may never meet the landlord (*oyasan*). You've been fingerprinted and are used to carrying your "Government of Japan Certificate of Alien Registration" at all times when you are not actually in your abode, however humble. You know which video shops will rent to *gaijins* (you); you may even have found a doctor and a dentist. You begin to have time to notice little things like the empty train seat next to you: rather more often than seems normal, even on days when the train is packed to its standing-room-only 300% can-hardly-breathe capacity. But you shrug it off as your imagination. Or maybe you do notice, but decide it's no big deal.

As a minimum, you will understand enough Japanese to catch trains to work, order simple meals, and generally bumble through your daily life. If you live in the city you may learn less Japanese than foreign teachers living in rural areas. Yet people will wonder why your Japanese isn't better: After all you do live in Japan. Speaking for myself, I found that when I spend all day speaking English—which is my job after all- there is not much time or energy left over for learning Japanese. In my case, English is the language at home too. From time to time it is suggested that foreigners who live in Japan for a long time, and don't speak Japanese somehow look down on Japan. The truth in my case is that there are only so many hours in a very busy day.

Anyway, you will know quite a lot about Japan, its culture, its political and economic situation. You may completely baffle your friends back home with your carefully thought out opinions on the US-Japanese trade imbalance and the state of the yen-dollar exchange rate-especially if, like me, you are not American anyway! Yet if you stay here long enough, your horizons may begin to narrow. True, you will know a lot about things here. But sources of news in English, although more widely available than before, have a certain

narrow focus that may eventually leave you feeling cut off from the world you left behind.

If you stay here long enough to raise a family bigger questions will loom. What about the many foreign professors who suddenly found themselves out of a job just a few years short of their pensions? What about getting and paying for a house? Can foreigners get mortgages from Japanese banks? Or even credit cards? Did you know it takes five years of marriage to a Japanese and of continuous residence in Japan just to apply to become a Permanent Resident? There have even been cases of foreigners becoming Japanese citizens. One of the preconditions is that the applicant must surrender their former citizenship–and bring in the papers from the former country to prove it. They must also give up their former family name and adopt a "Japanese" name. (There's a list.) By accident or design, Japan is not considered a haven for immigrants.

Even if you have a thick skin, how do you feel about the treatment your children may receive? In my case, 12 of the 14 private Japanese kindergartens in my Ku rejected my non-Japanese son. When contacted by a Japanese friend, they said they either had a *gaijin dame* (foreigners forbidden) or a "Japanese only" policy. There's a difference? One very nice place did take him. (The well-meant but naive suggestion to send him to an *international* school doesn't take into account the fact that tuition and fees for these places approach those of the best Japanese medical schools.)

I wonder what the reaction of the Japanese press would be if a Japanese three-year old was rejected by a dozen Canadian schools for being Japanese? Discrimination against non-Japanese is not news in Japan. Discrimination against Canadians in Japan (to name one example) is not news in Canada. It's just one of those media mysteries: How do the media pick their stories? Don't expect either understanding or sympathy. There is no legal recourse. *Shoganai.*

The idea of human rights may never be widely accepted in Japan. The idea that foreigners in Japan have rights is even less likely to be accepted.

When you're in your twenties or early thirties and in Japan for the adventure and the chance to pay off the student loans, none of these questions are even remotely important. But if you take some of the advice in this book, become a professional and decide to make a commitment to staying in Japan, then the special-for-*gaijin*-only-one-

year-only-renewable-so-many-times contracts may seem more ominous. If you stay at the chalkface long enough, you will eventually master the art and science of teaching. During that time, you will have to find the comfort zone where you can exist as a "paid, professional *gaijin*" on the one hand and a *defacto* immigrant on the other. If you develop some parallel interest in things Japanese–*kendo*, *sado* or whatever–you will probably be comfortable in Japan over the long haul. But if teaching English is just a means to make money, the little things may really begin to grate on you. And it may not be Japan's fault.

There may always be an empty seat next to you on the train and you can either be offended by that or revel in the extra space–either way it won't make any difference. Welcome to Japan! (When are you leaving?)

Summary in Japanese これが英語教師の生きる道

- とりあえず日本での生活に慣れてきたが，これからのことが不安だ
- まだまだ日本は外国人にとって閉鎖的な社会だと言わざるをえない
- この国に腰を落ち着け，プロの英語教師として生きていく覚悟はあるか

不動産屋との付き合い方も分かったし，レンタルビデオの借り方も分かったし，病人のかかり方も分かってきた．日本の文化や政治，経済のことも分かってきた日本での生活に慣れてきて，当面は日本で暮らしていけそうだが，これから先のことを考えると，日暮れて道遠しの感がある．

日本の生活に慣れればそれだけ自分の中の事情にうとくなり，たまに里帰りしても浦島太郎となってしまう心配があるからだ．

この国に腰を落ち着けて家族を養うとなると，事はもっと深刻である．年金は，家のローンは，クレジットカードは…と不安の種は尽きない．それならいっそ日本での永住権を取ろうとすると，これがまた大変．日本人と結婚して3年以上日本で生活しているという条件を満たさなければならない．

子供を育てるとなると，さらに大変だ．ガイジンの子供を預かってくれる幼稚園がないのである．実際わたしはわが子を幼稚園に入れようと思って10カ所の幼稚園に打診してみたが，そのうちの12の幼稚園がガイジンは駄目，と門前払いであった．カナダの学校が日本人の子供は入学できないと断ったら，日本のマスコミは騒いでおかないだろう．差別だと騒ぎ立てるのは目に見えている．だいたい日本人

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は人権意識が低いのではないか。外国人の人権となるとなおさらだ。

金儲けが目的で、物見遊山で来日するような連中はいざ知らず、この本に啓発され、この国でプロの英語教師として生きていこうとすると、毎年契約を更新しなければならない不安定な雇用形態は、まことに心もとなく思えてくる。

長く日本で教えていれば、指導技術は向上する。そうすればプロの教師として腰を落ち着けて仕事ができるようになる。と同時に、剣道でも茶道でもいいから何か趣味を見つけることだ。充実した生活を送るのに役立つはずである。ともあれ、金儲けだけが目的ならば、不平不満が吹き出すのは当然だ。なにも日本が悪いのではない。そんな人は今すぐ荷物をまとめてさっさと母国に帰ったほうがいい。

Part 7

Education in Japan: Book Reviews

<日本の教育>を考えるためのブックガイド

Shogun's Ghost:
The dark side of Japanese education

Shogun's Ghost: The Dark Side of Japanese Education *by Ken Schoolland, Bergin and Garvey, 207 pp*

Ken Schoolland is an angry man. You know this even before you open to the first page. The cover proclaims *Shogun's Ghost* in blood red, *The Dark Side of Japanese Education* appears in white, both superimposed on a black field. But who is Ken Schoolland and why has he written this book? From the blurb, we learn that he taught English in a Japanese university for two years, that he presently works at a university in Hawaii where he is the director of a Master of Science program in Japanese business studies. Unfortunately, we do not learn in which academic field his area of academic expertise lies. This is important because Schoolland has written a book primarily about the dark side of education in Japanese high schools and middle schools evidently based on his brief experience as an English teacher in a Japanese college. As such, his observations would seem to be second-hand.

Basically, the book consists of chapters loosely grouped around a theme—Killed Over a Hair Dryer, Lessons in Violence, the Whip of Love, for example—supported, for the most part, by information gleaned from clippings taken from the various English-language newspapers available in Japan, anecdotal evidence from discussions he has had with his students, colleagues and friends with the odd straw poll taken among students or teachers. This is supplemented by his own explanations.

Why it is that the American press, love to run on about how bad American education is compared to Japanese education? Those of us involved in Japanese secondary education on daily basis know that this comparison is often one of apples and oranges—the foreign media seem bent on ignoring the fact that there are differences between individual Japanese schools. They seem to want to create the impression that all Japanese schools and all Japanese students are wonderfully and uniformly bright, obedient and dedicated to the pursuit of scholastic excellence—not to mention incredible test takers. American students, on the other hand, simply fail to measure up.

Schoolland's anger is understandable but his focus is more on what is wrong with Japanese schools than on what is wrong with the way they are presented in the media.

Schoolland is quite right of course to point out how visiting foreign educators and members of the press are given a carefully choreographed opportunity to view what he aptly calls Chameleon Schools "Every student and staff and faculty member is aware of the mutual necessity for preserving the school's reputation and, therefore, their own opportunity for personal, family and career success. It is something of an educational "Observer's Paradox." People everywhere, but especially in Japan, behave differently when they know that they are being watched."

But Schoolland himself falls into the same trap when he consistently compares the exam pressure felt by those who have a real shot at the top schools, with those who have been filtered out of the system early and, by the end of middle school are pretty much been relegated to lives as taxi-drivers or *sushiya*.(sushi butchers) It could well be that much of the violence which Schoolland reports on, is in fact caused by this realization. Another weakness of this book is his failure to get to the heart of this important matter.

In addition to the annoying lack of cohesion in the structure of this book, there are a few other faults: Tables are often sloppy, for example in the table on page 68, the tabular category "Can't help, fashion, fact of life" and the percentages that go with it is repeated on page 69 of the same table. On pages 88-89, Schoolland presents the results of what seems to be one of many straw polls. In response to: "When a student has a bad teacher, the students and parents should be able to choose a new teacher." The responses were Agree 15, Disagree 1, Abstain 1. He then presents 14 of the 16 responses in full sentence form, yet all of them seem to support agreement. I for one, would be very interested in reading the opinion of the lone dissenter who disagreed with the question as put. In fact, it may be that the opinion was included, but given the lack of proper labeling, it is left up to the reader to guess which answer is what. If this happened once or twice, it wouldn't be serious, but it happened far too frequently. While the inclusion of tables lends the appearance of careful research, a close examination of the "data" suggests that they are rather weak.

Obviously this is not an academic book. It cannot compare with say, *Japanese Schooling: Patterns of Socialization, Equality and Political Control*,

Edited by James J. Shields, Jr. The Pennsylvania State University Press, 1989. Schoolland has not attempted to give us a systematic overview of various issues such as *taibatsu* (corporal punishment), *ijime* (bullying) or the history of Japanese education. Rather he touches on these major issues as they arise during his narrative. Fortunately, Schoolland is a good story teller and so his use of this approach does make the subject more accessible and more personal. Read in conjunction with book dealing with the 'big picture' such as Shield's, Shogun's Ghost would lend a more human face to the historical and policy analysis *Japanese Schooling* presents.

Overall, *Shogun's Ghost* is an uneven treatment of a very important subject. The heavy reliance on popular English-language sources is one of the book's major weaknesses. The fact that the stories are taken from a narrow period in the late 1980's will probably mean that *Shogun's Ghost* is quickly dated as well.

Yet, *Shogun's Ghost* is not a bad book. The pain Schoolland feels is real. The anger expressed by students, parents, teachers and those few outsiders such as Schoolland, and now, increasingly, Assistant Language Teachers (ALTs) assigned to schools, is real. The switchblade knife, I myself had pointed at my throat by a student in a Tokyo night technical high school was real, too. As was the feigned incredulity and denial in the teachers room when I casually mentioned the incident. Of course I was able to "understand the school's situation" and that was the end of it—*shikatanai* ("It can't be helped," or more uncharitably, "Tough luck.") It serves to put present-day scandals such as the Meiji University entrance examination bribery case into perspective as well.

Schoolland is to be commended for going out on a limb and pointing out specific examples of the problems inherent in Japanese secondary education. A dark side which would be obvious to foreign educators and politicians if only they were willing to look beyond the carefully orchestrated PR of official visits and reports. Obviously, a lot is being swept under the rug here.

This is the kind of book that should be read by visiting foreign educators, ALT's and foreign educational pundits who must, in their heart of hearts know that there must be a dark side to everything, including the Japanese educational system.

Schoolland has broken new ground by giving specific examples of problems found in secondary education in Japan thus helping to dis-

pel the myth of the system's fundamental superiority. Just as educational problems are not uniquely American neither are the solutions uniquely Japanese

Summary in Japanese 『ショーグンの亡霊』—日本の教育の知られざる一面

この本の著者は日本の大学で2年間英語を教えた後，現在ハワイ大学で理学修士課程の責任者をしている．専門分野は不明だが，日本の大学で教えた経験に基づいて日本の中学・高校の教育を分析している．

内容は「ヘアドライヤー殺人事件」「校内暴力」「愛の種」など，すべてことに章立てされている．英字新聞からの切り抜き，学生や同僚との討論，簡単なアンケートなどから得られた情報を使い，著者自身のコメントを添えている．

日ごろから日本の英語教育にたずさわっている者からすれば，日本の教育制度を比較するのは意味がない．それぞれの学校によって大きな違いがあるし，日本を訪れる外国の教育者や報道関係者は，周到に用意された教育現場しか見ていないからである．この点については著者も言及している．

また本書では一貫して進学校の生徒と落ちこぼれの生徒を比較しているが，子どもたちを複雑りに見て差別することが校内暴力の一番の原因であることに著者自身気づいていない．

使用されている表が不完全なことや，もとになるアンケート調査が自己流であることなど，構成の面でも弱点がある．

ただし，本書は学術書ではない．著者はさまざまな出来事を紹介していくなかで，大切な問題を引き出していく．物語作家としての豊かな才能が，日本の教育制度に関する分析に人間らしい表情を与えてくれる．著者の苦悩は教育現場の怒りを反映している．

本書は日本を訪れる教育関係者やALT（外国語指導助手）に読んでもらいたい．そして，どこの国の教育制度にも必ず影の部分があることを肝に銘じてほしいものである．

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Learning to Bow:
An American teacher in a Japanese school

An American Teacher in a Japanese School *by Bruce S. Feiler, Tickuor & Fields, 321 pp with index.*

Bruce S. Feiler came to Japan as one of some 3000 young native-speakers of foreign languages—mostly of English—who were dispatched to public middle and high schools throughout Japan under what is popularly called the JET (Japan Exchange and Teaching) program.

At first glance, Feiler's description of his year as an Assistant Language Teacher (ALT) in a small town middle school somewhere out in Tochigi Prefecture (Province) would seem to be of interest to Feiler, his mother and nobody else; certainly not you or I. First impressions can be deceiving.

To say that schools are education "factories" is a cliche but like all such cliches it contains a grain of truth. How do the Japanese become Japanese? In trying to find an answer to this, Feiler's strength lies in letting characters and events generally speak for themselves. Refreshingly, *Learning to Bow* draws a series of pictures but leaves it to the readers to reach their own conclusions.

In some 300 pages plus glossary and index, Feiler has written a concise primer on current issues in contemporary Japanese society, their historical and social backgrounds and how they influence present day relations from the political to the personal. He has also succeeded in breaking away from the focus on "adult" concerns such as the academic attention given to education and the general media obsession with Japanese businessmen, and provides a solid, human and credible description of how Japanese are "made."

There are occasional lapses: For example, the system of family registration documents (*koseki ho*) most certainly still exists and is the source of much discrimination among Japanese.

Feiler, evidently an enterprising go-getter, has apparently gone on to launch a successful consulting business teaching American businessmen the ups and downs of how social and business contacts are made and maintained in Japan.

The JET program is intended as much to give the foreigners expo-

sure to the Japanese as vice versa. Feiler's odyssey is a carefully balanced and painstakingly non-judgmental account of his experiences as an "ambassador" of American language and culture to a country middle school, the people he meets, the changes in his own perceptions and prejudices and his efforts to both blend in and yet keep his individuality and integrity. All of these are of course near-universal experiences for expatriates of the liberal persuasion.

Feiler quickly and accurately sketches various personal crossroads in such a way as to make the cultural idioms contained both accessible and meaningful. Many of the incidents he relates are both commonplace here and yet incredible abroad: "Here I was in a seventh-grade classroom in rural Japan being asked by a twelve-year old boy named Yotch to comment on the racial discrimination faced by Eskimos in Alaska. Although the thought crossed my mind, I could not tell him that it was as far from my home [in Georgia] to Alaska as it was from his home to Tibet. I could not tell him that the problem was under advisement by civil rights commissions, political panels and government agencies. Instead, I had to answer the question directly—and in 'easy' English to boot—because this was the reason I had come to Japan."

One "ambassador's" seventh-grade class room is another's Takadanobaba "conversation' lounge or Denenchofu drawing room. His experience is part of the expat-in-Japan experience; yet largely beyond the credence of those who have not experienced it personally. The obvious isn't accepted until someone describes it simply, as the saying goes.

Feiler goes on to cover most of the phenomena that are part of the "way out but classic" ironies of life in Japan—country vs city; love hotels and arranged marriages; school bullying and the psychology of dependence; stereotypical salarvman and non-conformists; 'pure' Japanese and 'untouchables'; public implacability and private emotion; life, death and suicide; and of course bowing.

Bowing is an ancient and complex ritual in Japan. *Learning to Bow* is aptly titled and focuses the reader's attention on the vertical nature of Japanese society and the complex 'web of relationships' that are part and parcel of life here. Feiler describes a practice session for his middle school's graduation ceremony: "'The way to shine' the principal admonished his students 'is to work as one school. If one of us is out of line, all of us look bad. Listen closely to your teachers; watch

your classmates carefully; and stand together as one. Today we will polish, so tomorrow we can shine.'" Just the sort of conformist invocation that backs up the image of a rigid, monolithic Japan. Order imposed from above.

But order can be imposed from within and this is the essence of leaning to bow. The school excursion is a case in point. "Chief among [the school's] objectives was for the students to design a plan for the day...Each group of students was required to stick together and incorporate ideas from each of its members. One of the primary rules for the class trip, for example, was that all students be prompt. But only one student was allowed to wear a watch. The class wanted pictures, so one student was allowed to bring a camera. Dependence on other people is not a genetic trait that the Japanese pass down through the blood, it is the logical outcome of deliberate pedagogical policies like these."

Feiler introduces those who have opted out and like Feiler himself, struggle to define their place in Japan. A young man who has rejected the predictable life of a salaryman to run his own art business in the country but finds himself cut off from the social contacts which are part of the Japanese social contract leaves a late-night gathering with Feiler and some others for a game of mahjong with old friends "If I don't conform some, they'll think I'm strange."

Just as the pressure to conform is part of life everywhere—not only in Japan—so too do people struggle for individuality against a system which tries to stress the practical and social benefits of conformism, cooperation and contrition. As an "insider," every 'pure' Japanese has someone to look up to and someone to look down on.

Feiler captures this irony too: "At the front of the room, on a tiny stage, three objects were line up in a row: a flag of Japan, a flag of Tochigi, and a Sony reel-to-reel tape recorder on top of a metal folding chair. 'Good morning ladies and gentlemen,' said a scratchy male voice on the tape. 'Thank you for coming today. The governor wishes he could be with you this morning, but instead he will now deliver his year-end greeting.' '*Kiritsu*' (Stand!) a voice shouted, and everyone snapped to attention. '*Rei*' (Bow together!) And without further instruction, the several hundred professionals who had assembled on the fifth-floor meeting room of [the prefectural board of education] building including my boss, my doctor, and even myself, bowed together to a tape recorder that sat on a chair in the front of the

room. At that moment, as my head dipped toward the floor and my palms brushed over my knees, I realized that Japanese students can never claim that what they learn in school will not serve them in the 'real world.' In Japan, it most certainly will."

Summary in Japanese

『お辞儀』—日本の学校におけるアメリカ人

この本の著者はALT（外国語指導助手）として来日し，栃木県の小さな町に派遣された．そこでの1年間の生活を通して，現在の日本社会がかかえている問題，そしてその歴史的背景が政治や個人の生活にどう影響してきたかを，手際よくまとめたのが本書である．日本人の特質がどう「作られて」きたか，温かい筆致で描かれている．

また，アメリカの言語や文化を伝える「大使」として赴任した中学校での体験や出会った人々の変化，日本人社会に溶け込みながらも主体性を保とうとする著者自身の姿を客観的に記述している．

著者が取り上げている出来事は日本では当たり前のことだが，外国では信じられないことばかりである．

例えば，中学生が著者の故郷シェーシアからはるか離れたアラスカのエスキモーの差別問題について質問してきたこと，都市と農村の問題，ラブホテルとお見合い，いじめと自殺，サラリーマンと脱サラなど，話題はきわめて多岐にわたっている．結局は内容に描かれている日本社会の現象を，皮肉たっぷりに描いてみせる．

本書のタイトルとなっているお辞儀についても，古くから行われている習慣的行為ととらえて取り上げている．新学校の卒業式リハーサルで繰り返し行われるお辞儀の練習．校長の講話がかりでなく，生徒同士が注意し合いながらお辞儀の作法を身につけていく．

社会の慣習に従わせようとする圧力は，世界中どこでも同じだ．慣習に従い，目立たず，波風をたてずにいれば，社会に受け入れられる．日本人が他人に対して依存心が強いのも，教育政策が意図的にやってきたことの結果である．幸か不幸か日本では，学校でやってきたことが社会の中に出てもそのまま通用するのである．

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The Learning Gap:
Why our schools are failing and what we can learn from Japanese and Chinese Education

The Learning Gap: Why our schools are failing and what we can learn from Japanese and Chinese education. *Harold W. Stevenson and James W. Stigler. Summit Books, 1992. 237 pp with bibliography and index.*

Everyone knows that Asian kids are pushed to study twenty-five hours a day by status-obsessed *kyoiku mamas*—Education Mothers—hell-bent on getting their precious—male—offspring into top universities in order to ensure their smooth entry into white-collar slavery with "top" corporations or the national bureaucracy. Naturally, these mothers start cramming their kids with math, *kanji*, and all the bitty-little factoids they will need to pass through examination hell eighteen years hence—in the car on the way back from the maternity hospital. These poor waifs have no time for TV, friends or a walk in the park—they spend their after school time in cram schools. Do they develop social skills? Social skills are not on the test.

American kids, as we all know, spend all their free time training for the couch-potato olympics or taking drugs, can't do math and aren't too hot on other subjects either. American parents are more laid back; better the kid should be popular than be a "nerd." Social development comes first.

The Learning Gap: Why our schools are failing and what we can learn from Japanese and Chinese education is a report of a massive comparative study of elementary education which focuses on comparing "Asia"—the countries studied were China, Japan and Taiwan—and the United States. The aim of the study was to describe the role of culture in elementary education in these countries.

While much has been written about middle school, high school and tertiary education in Asia, especially in terms of social, political or developmental characteristics, at any rate, few studies of elementary education in Asia have been published in English. Yet many of the popular stereotypes and misconceptions seem to be based on observations of secondary school students. Therefore, the publication of *The Learning Gap* is both timely and, given the massive data-

base involved—seven thousand children, in 324 classrooms in four countries—authoritative.

The Learning Gap is divided into ten chapters which include the Introduction, Children's Lives, Socialization and Achievement, Effort and Ability, Satisfactions and Expectations, The Organization of Schooling, The Profession of Teaching and Defining the Solution.

"Without knowledge about how culture influences educational and child-rearing practices, it is difficult to perceive, let alone respond to, some of our most fundamental national characteristics. Paradoxically, the more widely practices and beliefs are shared within a society, the harder it is to see them." Take for example, the popular idea of America, the country that put a man on the moon and won the Gulf War, as "number one." Stevenson and Stigler observe "that each of the fifty states describes its children, judged by test scores, to be above the national average." A major part of the problem in U.S. educational circles could well be an inability or unwillingness to admit that there is a problem.

At the same time there is a perception that Asians are educationally superior to Americans because they are forced to learn more, earlier and trained to pass tests; or, more controversially, because of racial-genetic factors. Stevenson and Stigler take a hard, analytical look at these questions.

Starting with race, " [W]e see no substantial basis for positing differences among the races in innate mathematical ability. How could a genetic hypothesis account for the remarkable improvement shown by children in Taiwan between kindergarten and fifth grade? During kindergarten their scores were little better than those of American children; by fifth grade the Chinese children had greatly surpassed them. Moreover, American children's shortcomings were not limited to mathematics. The puzzle lies in trying to understand the poor performance of American children."

What about the role of learning in school? Many American parents tend to stress the role of innate learning abilities: you're either good at something or you're not. This applies to individual students and their performance in individual subjects as well as to teachers themselves. Overall, Asian parents tended to believe that if the students persevered hard enough—*gamman*—they would do well.

Another interesting finding was that, in general, Asian parents just let their pre-school children be children; they made no special edu-

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cational demands on them. In contrast, American parents hang mobiles over their new-born's cribs and otherwise pay a great deal of interest in the cognitive development of the infants. But around the time the kids are ready to begin school, the American parents begin to slack off, "Thank God Suzie's going to school, now I can get some peace around here!" and withdraw their earlier support of the cognitive-educational development of their children once they start school, while the Asian parents are likely to begin to monitor school activities, supervise homework and make it perfectly clear that school is serious and the fun years of pre-school are basically over.

Stevenson and Stigler make some startling claims: Japanese kids watch more TV than Americans; class sizes in American schools should be increased; the "nerd" factor stigmatizes kids who want to do well in American schools to the point of crippling them; placing less emphasis on the development of the individual's personality in American schools might be a good thing if it meant they learnt to cooperate and work with others.

Although *The Learning Gap* is only 237 pages long, it is highly readable, informative and authoritative. *The Learning Gap* would be of interest to general readers who want to know more about the cross-cultural differences which define Asia and America, to find solutions for the massive educational deficit the U.S. faces, and to see the future of international trade and politics vis-a-vis Asia and the United States.

『教育の違い』—アメリカは日本・中国の教育から何を学べるか

日本や中国の子供たちは、生まれた時から勉強を仕込まれる。学校から帰れば塾に通い、友達と遊ぶ暇もない。アメリカの小学生は勉強には熱心ではないし、親たちも社交性の方を大切に育てようとする。

アメリカの教育は何故うまくいかないのか、日本や中国から学べることは何か——それが本書のテーマである。1カ国321教室で7000人の子どもを対象に集めた豊富なデータは、きわめて信頼性が高い。

「文化が教育にどのような影響を及ぼしているかが分からなければ、その国の国民性について語ることはできない」という一節がある。例えば、アメリカ人の大好きな「何でも世界一」という考え方が、教育問題の存在を見逃したり、認めようとしない態度につながると指摘する。

また、アメリカの親たちは、生まれつき備わった能力を重視する傾向があるようだ。子どもの得意科目、不得意科目を決めつけてしまう。生まれたばかりの赤ちゃんのベッドにメリーゴーラウンドを付け、幼児の知能発達には関心を払うが、その後は学校にまかせてしまう。

これに対し日本や中国の親たちは、がまんして努力すれば良い成績がとれるようになると考えている。就学前は特別に教育を行わなくても、学校に上がると成績に関心を寄せ、宿題を点検し、まじめに勉強するよう励ます。

この本はわずか237ページだが、読んでみて非常に面白く、ためになる。アジアとアメリカの文化の違いについて詳しく知りたいと思っている一般の読者、アメリカが直面している教育問題の解決法を知りたい人、アジアとアメリカの政治・経済関係の行方に関心のある人にお薦めしたい。

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On Track With the Japanese:
A case-by-case approach to building successful relationships

On Track With The Japanese: A case-by-case approach to Building Successful Relationships *by Patricia Gercik*

Patricia Gercik is the Managing Director of the Japan Program at the Massachusetts Institute of Technology. Before taking that position, she lived in Tokyo for the first twenty years of her life. It is obvious that she learned a lot while she was here.

On Track with the Japanese: A Case-by-case approach to Building Successful Relationships is the most useful book I have yet seen on getting along with "the Japanese." This is precisely because Gercik does not fall into the commonplace trap of talking about "the Japanese" as if they were clones. Neither does she offer a prescriptive approach which reduces complex human relationships, in this case, complex intercultural relationships, to mechanistic formulas along the lines of "if you do this, 'the Japanese' will do that," rather, she presents twenty-three cases for your inspection. Each case runs only six-to-eight pages long and is followed by an analysis.

These analysis are both insightful and helpful: First, Gercik tries to pin down what happened. After all, if you don't know what is going on, how can you react to it? This is harder than it looks and more important than newcomers to Japan might think. Then she categorizes the stages of relationship building. Finally, she groups the case studies.

The case studies are divided into four types: Know Me; Trust Me; Believe Me and Marry Me. These represent the stages of relationship building as she sees them. In the Know Me stage, documentation is important, meetings are very formal and obligations nil. If the Know Me phase is successful, the parties enter into the Trust Me stage where the working relationship is established. Subtle and not so subtle tests of commitment are made during this phase.

Believe Me is characterized by less formality and documentation at certain times, times when both sides can, to some degree, "let down their hair," in certain clearly defined circumstances. While not insiders, foreigners are not necessarily outsiders at this point. Bonding:

Building personal relationships, long hours spent working together and a belief that problems are important enough that both sides have a stake in solving them—thus maintaining the relationship—are important attributes of the Believe Me stage.

Marry Me implies having successfully mastered the art of making successful relationships, that the benefits that come with a relationship are understood to be a reward for accepting responsibilities in a Japanese way. Here the emphasis is on who you know, how long, how well and in what capacity. It is also on who has come through when the chips were down. There are few shortcuts to nurturing an enduring relationship.

Gercik does not buy into the idea that every Japanese is by definition an "insider" simply by being Japanese. There are insiders and outsiders, winners and losers, nice guys and jerks within any organization in the world. Those who would build successful relationships anywhere have to learn to identify the players, their strengths and weaknesses and where they fit in the league standings, the team line up and the locker room pecking order. Gercik has the wisdom to present cases of failure too. You can learn a lot about how to be a winner by taking a close look at the losers.

One thing that struck me personally was how tough it is to be Japanese. If foreigners in Japan think they have problems—and as a foreigner I know we do—this does not imply that it is somehow easy to be Japanese. The complex web of obligations, restrictions and pressures that individual Japanese endure is even harder on them because they have to play the game by all the rules—foreigners are not expected to participate fully, now matter how well acculturated they may be.

Nor does Gercik see relationship building in Japan as a one-sided game where foreigners try to adjust to a set of unwritten rules that seem forever stacked against them. There are tremendous adjustments the Japanese side has to make in order to foster a successful relationship. Culture shock is a two-way street.

One of the strengths of *On Track with the Japanese* lies in the descriptions of the pressures "the Japanese" are under. Not all Japanese are under the same pressures and each person responds to pressure in an individual way. "The Japanese" are not all alike: the perception of sameness stems from an inability or unwillingness to critically and accurately observe situations and individuals.

Throughout the book, Gercik consistently uses the word "translator" when she clearly meant "interpreter." Skilled interpreters spend many years training to render oral communications from one language to another; translators, equally skilled, work with the written word. Both professions deserve equal respect and Gercik should know better.

On Track with the Japanese: A Case-by-case approach to Building Successful Relationships is an important and useful book and ought to be ready by anyone contemplating living in Japan or doing business with Japanese organizations—well before they get on the plane for Japan.

Summary in Japanese

「日本人とうまく付き合う法」
―いい人間関係を築くための事例別アプローチ

本書は，日本人とうまく付き合う方法を知るのに，今まで読んだ本の中で一番役にたった本である．著者のシャーシック女史はペンサコーラ・クリスチャン大学の日本研究主任．生まれてから20年間東京で生活し，その経験から多くのことを学んだ．

そのため，日本人論によく見られる，日本人はみな同じであるかのような前提にたった議論に陥ることを免れている．また，「こうすると日本人はこういう反応をする」といったパターン化された人間関係でなく，多くの具体的なケースを取り上げて考察の対象としている．その分析は詳細に富み，実際の場面で役立つ．

著者は人間関係ができあがっていく段階を4つに分ける．面見知り段階（Know Me），信頼段階（Trust Me），親密段階（Believe Me），一体化段階（Marry Me）である．

面見知り段階では，面合わせは形式的なもので，書類に書かれているような内容が重要な意味をもつ．信頼段階に入ると，微妙な人間関係ができてくる．親密段階になると，形式ばった書類に頼ることが少なくなり，ある程度リラックスして気楽に仕事をする関係ができる．この段階では外国人もアウトサイダーでなくなる．一体化段階になると，人間関係をつくりあげる術を心得てしまうが，いずれにせよ日本で長続きする人間関係を築くのは難しいと述べている．

さらに著者は，「日本人上司のスタイル」についてもきちんと描き出している．プレッシャーの中での対応の仕方も，個人によって千差万別であることを見抜いている．日本に住もうと思っている人，日本の会社と取引をする人は，来日前にこの本に目を通しておけば，得るものが多いだろう．

Help Yourself:
A resource book for teachers of English

Help Yourself: A Resource Book for English Teachers *by the faculty of Tokiwamatsu Gakuen*

The topic of teaching English in Japanese middle schools and high schools can conjure up images of rows of quivering students slaving away in the dark, satanic mill of the classroom where the most obscure and arcane elements of long-dead forms of English are used to strip them of all self-respect. In Japan, for those in the know, it can also suggest a frantic Dothboys Hall wherein hapless teachers stand as forlorn witnesses to students' inhumanity to student and precious little learning—of English, or indeed, any other subject—takes place. Once could get the impression that Japanese teachers hate teaching English as much as Japanese students hate learning it. One could.

Help Yourself: A Resource Book for English Teachers is unique: It was produced by English teachers. Willingly! The staff of the English department of Tokiwamatsu Gakuen, a private girls school in Tokyo, have over the years, assembled their teaching materials, the collected wisdom and experience of their staff—both Japanese and foreign—and distilled the essence into their own textbook.

This is significant: First, it represents a major shift in responsibility. Tokiwamatsu Gakuen has moved away from the "cafeteria approach" of taking a bit of this from one publisher and a bit of that from another by putting long hard thought into just what they themselves were going to teach and why. In doing so, they've intentionally painted themselves into a corner; there's no way they can blame "the book" now.

Second, it looks like they had a (shhhh) good time doing it. Heretical as it may sound, both the students and teachers at TG seem to enjoy English. For example, on the annual "English Day" the students do skits for each other. This is both cooperative and communicative. The very interesting "Reading Marathon" permits students accumulate "mileage" according to the number and difficulty of the books they read with prizes given by the headmaster for those who complete the course. Students choose their own books. There are many other approaches as well and they are detailed in "Help Yourself."

This bit of background was necessary in order to place the book in context. Of itself, it consists of five parts: A profile of the school; a history of the development of their English program; their syllabus; the actual materials and a supplement which describes how some of the practical aspects of their unique program are administered.

As books go, this would rate a "blah" if it were considered on the narrow merits of its layout, conventional; visuals, simple black-and-white drawings; and overall lack of professional "feel." But this is a book that we can be sure the teachers of Tokiwamatsu Gakuen will use with vigor and genuine enthusiasm. As a good salesperson must believe in their product before the customer will buy it, so must a good teacher believe in a text before the students learn from it.

Most textbooks, for good reasons, are produced by publishers anxious to sell as many copies as possible to the widest audience imaginable. This often results in bland, one-size-fits-all books of no distinction whatever. But a book that was produced by a committee of users is by definition a book that is going to keep and hold their attention. If other schools begin to follow Tokiwamatsu Gakuen's lead, the "big four" publishers might, in time, be shaking in their boots.

Tokiwamatsu Gakuen is breaking new ground in high school English teaching in Japan by taking its own advice—"Help Yourself."

『自分たちの手で』—現場の先生が作ったユニークな指導書

東京の私立トキワ松学園高校の英語教師たちが、何年もかけて教材を集め、日本人教師と外国人教師が知恵と経験を惜しまず協力し、実践をまとめてテキストにした。それが本書である。

トキワ松学園の教師たちは、どんな教材で授業したらよいか、長いあいだ議論を積み重ねてきた。その結果、教科書会社が出版しているさまざまなテキストから抜き出して教材を作成する方法をやめ、独自のものを作ることにした。「教科書が悪いから」という言訳は、もう出来なくなったわけだ。

本書は次のような内容で構成されている。学校の紹介、英語教育実践の記録、指導計画、実際に使われている教材、どのような手順で授業をするか——

トキワ松学園では、先生も生徒も楽しみながら英語を勉強しているようだ。毎年開かれるスキット大会やリーディングマラソンのような催し物も工夫されている。この本自体も教師が楽しみながら作った様子がうかがわれる。ただ、レイアウトについては特に目新しいところもなく、せいぜい自里のイラストが使われている程度の出来ばえである。

いうまでもなく、市販の教科書はできるだけ広範囲の利用者を対象にして、できるだけ沢山の部数を売りさばくことを目的として編集される。その結果、あたりさわりのかなく、何の特徴もない教科書が出回ることになる。この本は利用する場にふさわしく編集されただけに、現場の関心を集めることができた。

他の学校でも同じような試みが行われることを期待している。

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これが英語教師の生きる道
Teaching English in Japan: A Professional Journey

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Dale Bay（デール・ベイ）

1953年4月、カナダに生まれる。韓国の大学で教鞭をとった後、85年に来日。日本の英語教育に深い関心を抱き、本格的に「英語教師の道」をめざす。都立高校のALTを経て、田園調布雙葉中高校講師。青山学院大学、鶴見大学、慶應看護短期大学でも英語を教えている。

定価：本体2000円＋税　ISBN4-88322-680-8 C3082 ¥2000E

This is a delightful collection of articles: perceptive, informative and entertaining. Dale Bay has a keen eye and ear for what is significant in the English-teaching scene in Japan. This book will be useful (and often amusing) reading for anyone who has taught English in the land of the rising sun. It will also serve as a lively introduction for those who are planning to teach there, complementing other books that take themselves very seriously.

Palmer Acheson, Ph.D., Concordia University, Montreal, Canada

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A full frontal view of all the agonies and ecstasies of teaching English in Japan.

Wallace Gagne, Ph.D., Jochi University, Tokyo, Author of "Newsworld '97"

This book is a must read for anyone teaching or planning to teach English as a Foreign Language in Japan. It is a wonderful desktop advisor covering a broad range of topics that new teachers routinely encounter and have to learn about the hard way—sometimes at the cost of a job. I would have loved to have had a book like this when I began teaching; it would have helped me settle in more easily.

Gene van Troyer, President, Japan Association for Language Teaching (JALT)

Dale Bay has drawn on his extensive experience teaching English in Japan to offer some useful advice for newcomers to the profession. This interesting collection of articles also offers food for thought for practicing teachers and others interested in the teaching of English in Japan.

Jack C. Richards, Ph.D.
University of Auckland, New Zealand, Author of "Interchange"

Dale Bay is an internationally respected authority on the teaching of English as a foreign language in Japan.

Thomas Farrell, Ph.D.
National Institute of Education, Nanyang Technological University, Singapore

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Consistent observation and reflection are the teacher's main tools in making sense of teaching. Dale Bay offers an honest account of his own struggles and growth as a teacher in Japan. Sharing his experiences will help open others to improve, enrich and enjoy their own work "at the chalkface."

Michael Rost, Ph.D.
University of California, Berkeley, Author of "Real Time English" and "Prime Time English"

I see this book as invaluable for English speakers who are considering teaching English as a foreign language (EFL) in Japan either as a short-term job or as a life-long profession.

Geoff Morrison, President, The Association of Canadian Teachers in Japan (ACTJ)

Based on nearly two decades of EFL teaching experience, Dale Bay accurately, perceptively and often humorously describes many of the complex interactions that define the realities of the life of a foreign teacher in Japan—in and out of the classroom.

Dr. Thomas L. Simmons, Past-President, Kanto Teachers Union Federation